

**PERCEPTIONS OF SELECTED NAMIBIAN SUBJECT
ADVISERS ON THEIR ROLE IN SUPPORTING TEACHING
AND LEARNING**

BY

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DECLARATION OF ORIGINALITY

I declare that the research reported in this dissertation, THE PERCEPTIONS OF SELECTED NAMIBIAN SUBJECT ADVISERS ABOUT THEIR ROLES IN SUPPORTING TEACHING AND LEARNING, except where otherwise indicated, is my original work and abides by the following guidelines:

- This dissertation has not been submitted for any degree or examination at any other university.
- This dissertation comprises no other person's data, tables, graphs, pictures or any such information.
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- This dissertation does not contain writing from other sources unless specifically acknowledged and the original sources declared in this manner.
- All the sources and writings from other sources I have used or quoted have been indicated and acknowledged in this manner.
- The original statements and exact words that have been quoted have been written inside quotations marks and referenced with the year of publication and page number of the original document.



A.T. Tjozongoro

Date: 15 November 2019

SUPERVISOR STATEMENT

This dissertation was submitted with my approval

A handwritten signature in black ink, appearing to be 'JG Ferreira', with a long horizontal stroke extending to the right.

Professor JG Ferreira

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I also thank Mr. Brian Carlson for proofreading this document.

DEDICATION

This dissertation is dedicated to my two daughters, Kakunandunda and Tjaririnao. Without their motivation, the completion of this project would have been impossible. I always hear them ask and wanted to be part of my graduation ceremony. That inspired me to soldier on and kept me awake during the late night hours. Because of their constant questions, I finished this monumental task. I love you.

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ABSTRACT

The purpose of this interpretive study was to explore the perceptions of selected Namibian subject advisers on their role in supporting teaching and learning. There are limited studies on the roles of subject advisers in supporting instruction. Delivery of quality teaching and learning prompts subject advisers to support teachers. The study is important to build upon the body of literature on instructional support and how subject advisers elsewhere support instruction. International and national scholastic literature was interrogated to seek more insight into the research topic. This qualitative study was located within a phenomenological/interpretive paradigm. The study explored the purpose of subject advisory support, how teachers' support needs are identified, the roles of subject advisers, character traits of subject advisers, formats of support used by subject advisers, and the challenges as well as support provided to subject advisers. The study was conducted at three Regional Offices of Education, Arts and Culture in Namibia and included ten subject advisers selected through purposive sampling. The data was collected through semi-structured interviews and document analysis. Key findings emerged through the data analysis by identifying categories and themes. These findings emphasised that subject advisers understand the nature of instructional support differently. The findings revealed that subject advisers face challenges that make them less effective in teaching support. It was further evident that subject advisers receive limited support and that they need to be supported through training, provision of resources and reduction of workload. These conclusions and others informed the recommendations that are aimed at improving subject advisers' practice.

KEY TERMS: role of subject advisers, teaching and learning support, teacher support, subject advisers' roles.

OPSOMMING

Die doel van hierdie vertolkende studie was om die persepsies van uitgesoekte Namibiese vakinspekteurs oor hul rol in onderrig- en leerondersteuning te ondersoek. Die bestaande studies oor die rol van vakinspekteurs in onderrigondersteuning is beperk. Die lewering van gehalte-onderrig en -leer spoor vakinspekteurs aan om onderwysers te ondersteun. Hierdie studie is belangrik omdat dit op die bestaande literatuur oor onderrigondersteuning en hoe vakinspekteurs elders onderrig ondersteun, moet voortbou. Internasionale en nasionale skoolverwante literatuur is geraadpleeg om meer insig oor die navorsingsonderwerp te kry. Hierdie kwalitatiewe studie val binne 'n fenomenologiese/vertolkende paradigma. Die studie het ondersoek ingestel na die doel van vakinspekterende ondersteuning, hoe onderwysers se ondersteuningsbehoefte geïdentifiseer word, die rol van vakinspekteurs, karaktereienskappe van vakinspekteurs, ondersteuningsformate wat deur vakinspekteurs gebruik word, en die uitdagings wat vakinspekteurs te bowe moet kom sowel as die ondersteuning wat hulle ontvang. Die navorsing is gedoen by drie streekskantore van Onderwys, Kuns en Kultuur in Namibië, en tien vakinspekteurs is deur doelbewuste steekproefneming gekies vir hierdie doel. Die data is deur halfgestruktureerde onderhoude en dokumentontleding ingesamel. Sleutelbevindings het deur die data-ontleding aan die lig gekom deur die identifisering van kategorieë en temas. Hierdie bevindings beklemtoon dat vakinspekteurs die aard van onderrigondersteuning verskillend verstaan. Verder onthul die navorsingsresultate uitdagings wat vakinspekteurs minder doeltreffend maak in hul onderrigondersteuning. Dit was ook duidelik dat vakinspekteurs beperkte bystand kry en dat hulle ondersteun moet word deur opleiding, voorsiening van hulpbronne en verminderde werkslas. Bogenoemde en ook ander gevolgtrekkings het aanleiding gegee tot die aanbevelings wat gedoen is en wat gemik is op die verbetering van vakinspekteurs se manier van doen.

NGAMAGAMA AFINYEZIWE

Lolu cwaningo oluhlaziyayo beluhlose ukuthola imiqondo yesihloko sabaluleki bezifundo baseNamibia abakhethiwe ngendima yabo yokuxhasa uhlelo lokufundisa nokufunda. Luncane kakhulu ucwaningo olwenziwe mayelana nendima edlalwa ngabaluleki bezifundo ekuxhaseni uhlelo lwezemfundo. Ukwethulwa kohlelo lokufundisa nokufunda kuphoqa abaluleki bezifundo ukuba baxhase othisha. Ucwaningo lubalulekile ekwakheni uhlaka lombhalo wobuciko ohlelweni oluxhasa ezemfundo nangendlela abaluleki bezifundo kwezinye izikhungo baxhasa izinhlelo zemfundo. Umbhalo wobuciko emhlabeni kanye nasezweni waphenywa ngenhloso yokufuna ulwazi olubanzi ngaphakathi kwesihloko socwaningo. Loluhlobo locwaningo olwencike kwizingxoxo lwatholakala ngaphakathi kwepharadayimu yefenomenoloji/ yokuhlaziya. . Ucwaningo luye lwaphenya inhloso yohlelo oluxhasa ngezeluleko, indlela izidingo zothisha zivezwa ngayo, izindima ezidlalwa ngabaluleki bezezifundo, izimpawu zesimilo sabaluleki bezifundo, izinhlelo zokuxhasa ezisetshenziswa abaluleki bezifundo, kanye nezinsalelo ezibhekene nabaluleki, kanyenoxhaso olunikezwa abaluleki bezifundo. Ucwaningo lwenziwa kumaHovisi eSiyingi ezeMfundo, eZobuciko kanye neZamasiko eNamibia kanti luye lwaxuba abaluleki bezifundo abayishumi abakhethwe ngohlelo lwesampuli olunenhloso. . Idatha yaqoqwa ngohlelo lwenhlobo embaxambili kanye nokuhlaziya kombhalo. Kuye kwavela ulwazi olubalulekile olutholakele ngokusebenzisa uhlelo lokuhlaziya idatha ngokukhipha izigaba kanye nezindikimba. Loluhlobo olutholakele lugcizelela ukuthi abaluleki bezifundo banolwazi ngobunjalo bohlelo oluxhasa ezemfundo nangendlela eyehlukile. Ulwazi olutholakele lukhombisa ukuthi abaluleki bezifundo babhekene nezinsalelo ezibenza ukuba bangakwazi ukusebenza kahle ohlelweni lokufundisa oluxhasayo.. Ngaphezu kwalokho kuye kwacaca ukuba abaluleki babengaxhaswa ngokwanele mayelana nokuqeqeshwa, ngokuhlinzekwa ngemithombo yezemfundo kanye nangokunciphisa umthamo womsebenzi. Lezi ziphetho kanye nokunye yikho okuye kwakha izincomo ezenziwe futhi ezazihlose ekuthuthukiseni imisebenzi yabaluleki bezifundo.

LIST OF ACRONYMS

AS:	Advisory Services
AT:	Advisory Teacher
BEd:	Bachelor of Education
BETD:	Basic Education Teachers Diploma
CA:	Continuous Assessment
CASS:	Continuous Assessment
CEO:	Chief Education Officer
COI:	Classroom Observation instrument
CPD:	Continuous Professional Development
CV:	Curriculum Vitae
DBE:	Department of Basic Education
DNEA:	The Directorate of National Examination and Assessment
ECE:	Early Childhood Education
HED IV:	Higher Education Diploma Fourth Year
HO:	Head Office
HOD:	Head of Department
Hons:	Honours
HR:	Human Resource
HRAC:	Human Resource Advisory Committee
ICT:	Information Communication Technology
INSET:	In-service Training
IPM:	Integrated Lesson Planning
JP:	Junior Primary
KZN:	KwaZulu-Natal
MASTEP:	Mathematics and Science Teachers Extension Program
MBEAC:	Ministry of Basic Education, Arts and Culture
MBESC:	Ministry of Basic Education, Sports and Culture
MEd:	Master of Education
MMET:	Minutes of meeting
NAS:	National Advisory Services
NDP:	National Development Plan
NESE:	National External School Evaluation

NIED:	The National Institute for Educational Development
NUST:	Namibia University of Science and Technology
OPM:	Office of the Prime Minister
PDP:	Professional Development Programmes
PEG:	Primary Education Grant
PIP:	Performance Improvement Programme
PP:	Pre-Primary
PQA:	Programmes and Quality Assurance
PS:	Permanent Secretary
REC:	College of Education Research Ethics Committee
RO:	Regional Office
S&T:	Subsistence and Travelling Allowance
SAT:	Standardized Achievement Test
SEG:	Secondary Education Grant
SEO:	Senior Education Officer
SUBM:	Submission
SVRE:	School Visit Report
TOT:	Trainer of Trainers
TRC:	Teachers Resource Centre
UNAM:	University of Namibia
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations International Children Emergency Fund (Now United Nations Children's Fund)
WREP:	Workshop Report

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Intensive pressure has been exerted on teachers in developed countries to improve the quality of education and the outcome of learning (Osborn 2006 cited in Altun 2011:846). However, teachers face new challenges and changes in the world of education and these make it important to equip teachers with new knowledge and skills through in-service education and training (INSET) (Kabadayi 2016:12). Teachers cannot overcome the multiple challenges that they face without support (Nkambule & Amsterdam 2018:1). The need to support teachers has become necessary to deliver quality education. Archibong (2012:65) suggests that outputs will be of good quality when the process of delivering education services is monitored, supported and improved. Throughout the world, people have acknowledged the need for teaching and learning support in schools, including the creation of professional development opportunities for teachers (Goodnough, Falkenberg & MacDonald 2016:3). In the Namibian context, one of the strategic objectives of the Ministry of Education, Arts and Culture is to build teachers' skills and competencies (MEAC-Strategic Plan 2017/8-2022/2023:13). To improve teachers' performance, school-based support systems for teachers are expected to provide primary support and guidance. However, the school management bodies including school principals and Heads of Departments (HODs) may not be able to provide teaching support in all subject areas (Young 2008:2). Further, it is difficult for school principals to support all teachers in instruction (Lyimo 2015:23) and HODs do not provide adequate support to teachers (Leithwood and Hallinger 2002 in Mthembu 2015:3) because the Department of Education does not do enough to support the HODs (Smith et al 2013 in Mthembu 2015:3).

As school managers in Namibia cannot necessarily provide the required support, the focus shifts to staff members in the Regional Offices, namely subject advisers, to support teaching and learning in the classroom. Namibian education authorities acknowledge the need for subject advisory support and in 1996 the Directorate of Inspectorate and Advisory Services was created to fill the gap (De Grauwe 2001:28). The MBEAC-National Report (2004:10) confirms and states that the education system

in Namibia established advisory services in all regions for educator development and support. McClelland (2003:7) indicates that the main purpose of subject advisers' job as presently defined "is to support educators in providing effective instruction to learners, especially when such educators are having difficulties in performing that function well." The South African Department of Basic Education (2012 cited in Mavuso 2016:185) also claims that subject advisors are responsible for the support of teachers. The European Commission (2013:4) clearly stipulates that subject advisers are important in the maintenance and improvement of the standard of teaching of the teachers.

In this mini dissertation, research is reported on what instructional support of subject advisers in Namibia entails; what this support wants to accomplish; how it is executed; challenges that are encountered and how education authorities render support. In The South West Africa People's Organization newspaper, in an undated article titled, "Namwandi reads riot act for education officers", Dr. David Namwandi states that advisory services in Namibia formed the crucial catalysts and support for quality education at all levels. Subject advisers need to create capacity for educators to be effective in the classroom (Mthembu 2015:4). Mthembu (2015:108) states that subject advisers help with learner performance as the subject advisers support teachers with teaching and learning strategies. In the Namibian newspaper, New Era, dated 1 November 2017, Muyamba states that education of the Kavango West Region in Namibia is deteriorating, especially Grades 10 and 12, due to a lack of subject advisers. This reiterates the link between the service of subject advisers and learners' academic performance.

However, it appears as though subject advisers are not able to fully support the needs of teachers. To prove this assertion, Namwandi (2009), the then Minister of Education, Arts and Culture, mentioned in the New Era newspaper that there is a national outcry in Namibia that schools are not adequately visited by advisory services and that teachers do not receive the required assistance. The article suggests that subject advisors do not perform their roles as expected. Subject advisers do not necessarily have a clear understanding of what their roles and responsibilities entail (Mthembu 2015:108). This study, then, investigated what subject advisers deem their responsibilities to be and what challenges they encounter in the execution of their tasks.

1.2 RATIONALE FOR THE STUDY

As alluded to above, this study of limited scope aimed to determine what subject advisers consider to be their core business. Their perceptions may help decision and policy makers to comprehend the nature of subject advisory support and its influence on quality teaching in schools. Subject advisers do not necessarily understand their roles in supporting teaching and learning or how to cope with challenges they may encounter whilst supporting teaching and learning in the classroom. Because there is uncertainty in this regard, the study is necessary to determine how subject advisers should assist teachers and school managers to better understand the nature and benefits of subject advisory support. The findings could contribute to the body of knowledge and subsequently be of value to scholars who research teaching and effective teaching support models. The study should help to answer critical questions surrounding the nature of teaching support provided by subject advisers.

1.3 RESEARCH PROBLEM

A research problem is an issue, controversy or concern that initiates a study (MacMillan & Schumacher 2010:47). Although the Ministry of Education, Arts and Culture in Namibia made efforts to establish Advisory Services to support teaching, much still needs to be done. The main concern of the researcher is whether subject advisers understand their roles; whether they perform their roles as expected; subject advisers' relationships with teachers; how subject advisers based at the Regional Office will practically support teaching and whether there are hindrances that affect subject advisers as they support teaching. As mentioned earlier, it appears as though subject advisers do not perform their roles as expected but the reasons for this are not clear.

To provide answers to these concerns, this study attempted to answer the following main research question: What are the perceptions of subject advisers on their roles in supporting teaching and learning in the classroom?

1.4 RESEARCH QUESTIONS

To address the main research question, namely: What are the perceptions of subject advisers on their roles in supporting teaching and learning in the classroom, the following sub-questions were raised:

- What are subject advisers' understandings of instructional support?
- What are the perceptions of subject advisors regarding their roles in supporting teaching and learning in the classroom?
- What are the character traits and skills that subject advisers need to support teaching and learning effectively?
- What challenges do subject advisers encounter whilst supporting teaching and learning and how should they be addressed?
- How should subject advisers be trained and supported to be able to perform their advisory function effectively?

1.5 PURPOSE AND OBJECTIVES OF THE STUDY

Macmillan and Schumacher (2010:48) describe the purpose of a research study as a statement that describes in a more specific way what is being studied. The purpose of this study was to explore the perceptions of selected subject advisors regarding their roles in supporting teaching and learning in three education regions in Namibia. To answer the main research question, this study was guided by the following objectives:

- explore subject advisers' understanding of the concept 'instructional support';
- explore and determine the perceptions of subject advisors regarding their roles and functions in supporting teaching and learning;
- investigate and describe the character traits, knowledge (pedagogical and content) and skills (administrative and interpersonal) subject advisors need to support teaching and learning effectively;
- explore and describe possible challenges subject advisors face when providing a supportive advisory function and how these challenges can be addressed to increase efficacy; and

- study and describe the extent to which subject advisers are currently trained and supported to execute their roles and responsibilities and, if inadequate, determine the type of support needed to effectively fulfil their roles as teaching supporters in Namibian schools.

1.6 LITERATURE REVIEW

1.6.1 Understanding the instructional support of subject advisers

There may be a controversy on whether subject advisory roles and functions in supporting teaching and learning are clear; whether they are known by subject advisers and whether teachers and school managers understand their value for their own teaching. This study, therefore, investigated whether subject advisers are aware of their roles; what challenges they encounter and how they are provided with the necessary resources and training by their employers to execute their roles successfully. Misunderstanding of teaching support by subject advisers on the one hand may lead to subject advisers not performing their roles as expected and, on the other, teachers and school managers may not participate meaningfully in the teaching support process. To fill this gap in the knowledge, there is a need to determine what subject advisors consider as their responsibilities and functions in supporting teaching and learning. If subject advisers do not understand their roles clearly, there was a need to determine why this is the case. Subject advisors argue that apart from a short duty sheet there is no official job description for them (De Grauwe 2001:111-116). In contrast with this assertion, the document 'Education Officer, T4B' designed by the Office of the Prime Minister (OPM) for officers at regional offices that deals with subject teachers at school level, including subject advisers, lists the roles of subject advisers. This is supported by a circular from the Office of the Prime Minister (OPM) Number 6 (2013:1-2). The two-page document appears to be inadequate and non-comprehensive and therefore the Namibian government is currently developing an operational manual (Ministry of Education, Arts and Culture (MBEAC-Draft Manual, Republic of Namibia, Manual for Advisory Services in Namibia, unpublished) to guide the work of subject advisers. The manual is in draft form. Therefore, the study on the roles of subject advisers is justified.

Further, Ngubane (2008:63) claims that the description of advisors' roles does not necessarily coincide with what is happening on the ground and this may add to the controversy. Similarly, Shoji (2014:3) points out that the literature does not reveal what subject advisors do but emphasises what is supposed to be done. This study reveals what subject advisers consider as their roles in supporting instruction in practice and not necessarily the theory of the desired roles on how they should do it. Therefore, this study would examine what subject advisors do to support teaching and learning and what challenges are experienced. Despite the general knowledge of the roles of subject advisers, other challenges may reduce the meaningful influence of subject advisory support.

Ekyaw (2014:42) describes one of the factors that contribute to successful or unsuccessful support of teaching and learning as the perception or understanding of the concept 'support'. Various research studies about instruction and teaching and learning in Namibia and countries elsewhere are dominated by 'instructional supervision', 'instructional leadership', and 'school inspection'. Among the many researchers, Tatana (2014) focused on the roles of subject advisers in instructional leadership; Mthembu (2015) investigated subject advisers' roles as instructional leaders; Wanzare (2013) researched instructional supervision in schools and Shoji (2014) explored subject advisers' support of instructional leadership practices in schools. This may equally lead to conflict between evaluation and monitoring on the one hand and instructional support on the other as possible roles of subject advisers. Another dilemma foreseen by the researcher with regard to subject advisers is whether instructional supervision and instructional support can be 'de-linked', believing that each functions separately, or whether they can be integrated. Such conflicting thoughts and dilemmas will have implications for the roles of subject advisers as it is not clear whether they can supervise and monitor at the same time or whether they can support instruction without control and monitoring. Consequently, subject advisers may, without realising it, find themselves simultaneously between instructional supervision and control on the one hand and instructional support on the other or needing to focus on both functions interchangeably. Therefore, as this study investigates the roles of subject advisers in supporting teaching and learning, it should indicate where the boundary of subject advisers starts and ends as far as control and support of teaching is concerned. Further, it appears as though there is a controversy regarding the roles of subject advisers on whether they are supporters or evaluators

of teaching and learning. Accordingly, MBEAC-PQA in Namibia (s.a.:8) suggests that subject advisers serve as external school evaluators for the National External School Evaluation (NESE). Therefore, the findings in this study shed some light on how subject advisers can support or evaluate teaching. In addition, this study sheds light on the purpose of both support and control/evaluation during subject advisers' interaction with teachers.

Apart from brief job descriptions, as stated earlier, the roles of subject advisers in supporting teaching and learning in Namibia are not well researched. Mushaandja (1996) investigated the effect of school inspection on the quality of education and subject advisers were only mentioned where their roles at times related or overlapped with those of inspectors. The only available literature on subject advisers in Namibia, authored by Nandjembo (1999), focuses on evaluation of the effectiveness of advisory educators (subject advisers) in terms of improving instruction. The emphasis fell on the results or outputs of subject advisory support and not on the roles of subject advisers in supporting teaching and learning in the classrooms. In addition, the study disregards information on why subject advisory support is necessary, the processes of teaching support, challenges encountered, the expected qualities and capacity of subject advisers, formats of subject advisory support and how supporters of instruction (subject advisers) are supported.

Any study on the roles of subject advisors on teaching and learning should consider what other subject advisors do in countries elsewhere to balance the findings on the topic. In her speech delivered in Omusati Region, Hanse-Himarwa (2015:3), the Minister of Education, states that Namibia is a co-signatory of international agreements such as the Millennium Development Goals, Education for All Goals and UNESCO Conference. The Minister encouraged the education sector to use these opportunities to map teaching and learning. The researcher infers that, to a certain extent, practices of various education systems nationally/locally including what subject advisers do to support teachers, are influenced by international trends and agreements. Therefore, this study on the Namibian context is no exception.

1.6.2 Teachers' support needs

The literature suggests that any support strategy to improve the capacity of teachers should be based on evidence and various studies across the world agree that it is important to identify the support needs of teachers before providing INSET (Kabadayi 2016:12; Burns 2012 and Glickman et al 2010 in Burns and Badiali 2016:157). Nandjembo (1999:209) suggests that advisory support must be appropriate to the needs that teachers have. Further, Burns (2012) and Glickman et al (2010 in Burns and Badiali 2016:157) agree as they suggest that subject advisers should know teachers' level of professional development. This study also sought to establish whether or not the support needs of teachers and school managers as identified in the literature are confirmed and elaborated on by the interview respondents. Consequently, this study investigated how subject advisers determine teachers' support needs before providing guidance.

1.6.3 Formats of support used by subject advisers

The European Commission (2013 cited in Mavuso 2016:185) affirms that INSET is a global practice to support practicing teachers in teaching and learning. Accordingly, Awino (2014:72) and Rasebotsa (2017:69) suggest that subject advisers should support teachers through INSET. Therefore, this study aimed to explore INSET strategies used by subject advisers in Namibia to support teaching and learning.

1.6.4 Qualities of subject advisers

For subject advisers to perform their duties effectively it is important that they must possess certain skills and characteristics. The European Commission (2013:15-16) suggests that subject advisers should possess skills and knowledge that will enable them to provide the required support to teachers, particularly subject content knowledge and skills related to teaching methodology. Moreover, Burns and Badiali (2016:157) believe that certain qualities of subject advisers contribute to successful support of teaching. Individual subject advisers in this study will be able to identify skills and character traits they deem necessary for subject advisory roles and functions.

1.6.5 Challenges facing subject advisers while supporting teaching and learning

Knowing the roles and possessing good character traits and skills does not guarantee success in the support of teaching and learning. The researcher argues that some challenges may hinder successful support of teaching and learning by subject advisers. This study also focused on the sources or causes and the nature of challenges faced by subject advisers. Shoji (2014:68) acknowledges the need to respond to challenges facing subject advisers. The researcher argues that education authorities and subject advisers will be able to respond to challenges if the sources, causes and nature of challenges are investigated and determined. The researcher holds that the findings from the interview responses of subject advisers on the challenges they face while they support teaching will help to identify and recommend appropriate remedies.

1.6.6 Support provided to subject advisers

Various researchers acknowledge the need to support subject advisers and Dilotsohle, Smit & Vreken (2001:309) and the European Commission (2013:22) suggest that there must be a structure and appropriate programmes for the induction of subject advisors, while Ekyaw (2014:42) asserts that the quality of training and support of subject advisers plays a significant role in successful teacher support. Accordingly, Gamble (2013:8) suggests scholars should consider how those individuals who support teachers such as subject advisers are supported. In accordance with this, Alvarez, Ragmett, Towne and Sheri (2016:1) assert that subject advisers need professional development opportunities. Mthembu (2015:115) claims that “quality of input determines the quality of output” and, therefore, subject advisers need adequate support from their employer. Smith (2003 cited in the European Commission 2013:23) asserts that the support provided to subject advisers creates opportunities to address their individual professional needs and enables them to keep pace with new developments in the teaching-learning environment, teacher education and the teaching profession. Though studies have focused on how subject advisers should be supported little is available on how they are supported in practice (Gamble 2013:8; Dilotsohle et al 2001:309). Therefore, there is a gap in the knowledge on how subject advisers are informed, guided and supported in their roles in supporting

teaching and learning, the nature of assistance, areas in which they should be supported, formats of support as well as the institutions involved in the support of subject advisers which the study investigated.

1.7 RESEARCH METHODOLOGY AND DESIGN

Kothari and Garg (2014:29) describe a research design as an arrangement of procedures to collect and analyse research data. These procedures are subsequently discussed.

1.7.1 Research approach

This study adopted an interpretivist paradigm because in this study the subject advisers gave their understanding of the world in which they live and work (Creswell & Poth 2018:24). A qualitative approach was used to get the perceptions and meanings subject advisers attach to their role in supporting teaching and learning. Maree (2016:93) asserts that qualitative interviews give an opportunity to the researcher to see the world through the lenses of the participants. As holders of rich information on the phenomenon, selected participants helped the researcher to get answers to the research questions. The responses from the participants also helped to provide solutions to the problem statement. The study is located in the phenomenological world view that seeks to understand what an experience means for people involved in an experience (Maree 2016:77).

1.7.2 Research methods

The researcher was the primary data collector by personally interviewing the participants and recording their responses. In this study, the data was collected through semi-structured interviews and document analysis. Leedy and Ormrod (2015:282) claim that in semi-structured interviews the researcher recognises broad interview questions and potential follow-up questions. The researcher obtained prior permission from the interviewees to record the discussion, and explained reasons for doing so as proposed by Maree (2016:94). This increased the reliability and credibility of the study because the participants shared their experience of the phenomenon

'teaching support' in their own voices (Brikci & Green 2007:22; McMillan & Schumacher 2010:360).

1.7.3 Selection of participants and site

Ten subject advisers from three Regional Offices of the Department Education, Arts and Culture were selected to participate in the interviews. The researcher used purposeful sampling because he needed to select people who had vast knowledge of teaching support and who served as subject advisers. Creswell and Poth (2018:157) state that in purposeful sampling the inquirer selects individuals and sites for a study because they can purposefully inform an understanding of the research problem and the central phenomenon in the study. The Regional Offices of Education, Arts and Culture were key research sites because they host information-rich participants in the form of subject advisers.

1.7.4 Data analysis and interpretation

The data was analysed by transcribing the audio-recordings of interview responses. Documents were analysed using the documents analysis schedules (Appendices G H). The data was reduced into categories and themes. Discussions and analysis of the interview findings considered operational documents used by subject advisers at the work place as well as the literature relevant to the study.

1.7.5 Trustworthiness

To ensure trustworthiness, all participants were asked the same questions during the interviews. The researcher used triangulation by reviewing subject advisers' operational documents and the literature to test and corroborate verbal data. Brikci and Green (2007:26) assert that triangulation helps support the research findings with evidence from a wide range of sources and allows for comparisons between sources.

1.7.6 Ethical considerations

The researcher sought and obtained permission in writing from the Directors of Education in the three education regions for approval to access sites and participants,

and approval to study operational documents used at regional offices. Informed consent signed by each participant was obtained in writing. The researcher assured the participants in writing of confidentiality of the information they provided during the interviews and that their names would be kept anonymous to protect their rights. The researcher explained how the participants would benefit from the study. Ethical clearance was sought and obtained from the College of Education Research Ethics Committee at the University of South Africa through the supervisor.

1.8 LIMITATIONS

As this is a mini dissertation, the research study involved a limited number of subject advisers based at three Regional Offices of Education, Arts and Culture. The findings do not focus on all fourteen education regions. Secondly, subject advisers could be biased about their own work. To mitigate these shortcomings, the researcher reviewed operational documents and used other empirical findings on related topics from the literature. It was anticipated that answers of the interview respondents would be truthful and accurate based on their personal experiences and that they would respond to the best of their individual abilities.

1.9 DELIMITATIONS

The study only focused on subject advisers in the three regions alluded to above and not on other education officers from the Regional Office who interact with teachers at schools.

1.10 DEFINITION OF KEY CONCEPTS

School management

It is a school governing body in the Namibian education system that supervises, monitors and supports teaching and learning and may consist of the principal, deputy principal and HODs (Heads of Departments).

Regional Office

This is an education office in Namibia established in each region by the Minister in accordance with Education Act no.16 of 2001: Article. 5, (1), (2), (3); (2001:9) and is responsible for the administration of the affairs relating to Education, Arts and Culture. The Regional Office is headed by the Regional Director who administers, manages and controls the regional education office.

National Standards and Performance Indicators

These are agreed standards for Namibian schools developed by the Ministry of Education, Arts and Culture as means of assuring quality across the country. The standards cover a wide range of aspects of schooling for the well-being of schools.

Head of Department (HOD)

A person appointed as HOD fulfils a post at school management level and assists the school principal with subject administration and management including supervision and provision of professional support to teachers in teaching and learning in a specific field of study or subject area. Individuals on this post level report to the school principal.

Chief Education Officer (CEO)

This is a post in Advisory Services sub-section at the Regional Office and the individual in this post functions as the immediate supervisor of Senior Education Officers (SEOs/Subject advisers) in Namibia with the main role of providing professional support. A CEO may also be responsible for some subjects.

Education authorities

These include the Ministry of Education, Arts and Culture head office, Regional Offices of Education, Arts and Culture, circuit offices as well as school management teams.

National Institute for Educational Development (NIED).

NIED is a directorate within the Ministry of Education, Arts and Culture responsible for the curriculum for schools. The Directorate is responsible for the design, development of curriculum documents including syllabuses for subjects and coordination of continuing professional development of teachers (<http://nied.edu.na/>).

Directorate of National Examination and Assessment (DNEA)

DNEA is a directorate within the Ministry of Education, Arts and Culture and is responsible for national assessment and certification services for the school system to assist in enhancing the quality of education and with the monitoring of educational standards (<http://www.dnea.gov.na/>).

Office of the Prime Minister (OPM)

The Office of the Prime Minister in Namibia is the official employer of all civil servants, including subject advisers, and defines job descriptions for different job categories in the public service (government).

Programmes and Quality Assurance (PQA)

PQA is a directorate in the Ministry of Education, Arts and Culture and has the mandate “to formulate overall policies for general, formal education, policies, regulatory frameworks and guidelines which support good practices at school and management level”. PQA works with Regional Directorates of Education, Arts and Culture to support the interpretation and implementation of policies. (<http://www.moe.gov.na/index.php>)

1.11 ORGANISATION OF THE STUDY

This dissertation of limited scope comprises five chapters and each focuses on particular aspects of the research process. Chapter one presented the background information and contextual perspective for the study. The chapter introduced the purpose and rationale of the study and raised the aim, objectives and key research

questions to be answered by the study. In this chapter, the researcher explored reasons for the choice of the qualitative research approaches. Further, the researcher clarified concepts used across the study. The chapter explained ethical issues, trustworthiness and reliability and finally described in brief the limitations, delimitations, organisation of the study and chapter summary. Chapter two reviews the literature relevant to the research problem. Chapter three pronounces the research design and paradigms adopted for the study in detail. The chapter presents the research methodology, instrumentation and sampling methods used to collect and analyse the data that helped answer the research questions. It also focuses on issues of reliability and trustworthiness. Chapter four presents, discusses, and analyses the research findings generated from the semi-structured interviews and proposes themes that emerge from the findings. Chapter five presents the study summary, conclusions, implications and recommendations drawn from the research objectives. The chapter makes suggestions for further research on this and related topics in the field. The researcher considers possible limitations of the study and describes measures that were used to mitigate this.

1.12 CHAPTER SUMMARY

This chapter introduced the research problem and its background and presented and discussed the rationale for the study. The aim, objectives and critical questions to be answered by the study were raised followed by a brief review of the literature. The research design and methodology were explained and relevant concepts clarified. The next chapter will review the literature relevant to this research study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews and discusses the literature related to the study on the perceptions of selected Namibian subject advisers on their role in supporting teaching and learning. There are limited studies on the roles of subject advisers in supporting teaching and learning in the classroom, particularly in Namibia. To ensure a clear logical chain of reasoning, the first focus is on the terminology or job titles used in the literature of countries around the globe to describe individuals who support teachers in the classroom. This is followed by a description of international perceptions on what instructional support entails. The chapter then considers why instructional support is necessary and alludes to poorly prepared teachers, the need to improve academic achievement, teachers' need for support and the fact that school managers are not necessarily specialists in all subjects. The chapter then focuses on instructional support of subject advisers, referring to the roles and purpose of subject advisers in supporting teaching and learning in the classroom. Subsequent to this, the qualities subject advisers should possess to support and guide teachers to teach effectively are explored, followed by formats of support that can be used. Finally, challenges that subject advisers encounter whilst performing their duties are highlighted, including how they are currently supported. The chapter concludes with suggestions on how subject advisers can be supported. The researcher will consider differences and similarities between the national and international perspectives of the roles of subject advisers in supporting teaching and learning in the classroom throughout the chapter.

2.2 TERMINOLOGIES ASSOCIATED WITH TEACHER SUPPORT

The international literature affirms that the designation attached to professionals who support teaching and learning in the classroom vary in different countries (Dilotsothle 1999:185). Mavuso (2016:185) agrees with Dilosothle (1999) in this regard. Dilotsothle et al (2001:306) claim that in some countries 'subject advisors' are called 'inspectors'. Adewale, Adeleke, Toyin & Rotimi (2014:75) state that supporters of teachers in Malawi are labelled 'education methods advisors' whereas in Uganda and Nigeria they are referred to as 'teacher development advisers' and 'inspectors' respectively. In

Europe, subject advisers are referred to as 'teacher educators' (European Commission 2013 as cited in Mavuso 2016:185). The Department of Basic Education in South Africa (2013) as cited in Mthembu (2015:10) refers to the 'specialist office-based educator' in an education district or circuit office responsible for curriculum implementation and management as a 'subject adviser'. Adendorf and Moodley (2014:425) indicate that the 'curriculum adviser' in South Africa is part of School Advisory Services body.

Unlike the international literature, titles used to refer to people who support teaching and learning in Namibia are limited to 'advisory teachers', 'education officers for professional development' and 'senior education officers' (Mushaandja 1996; MBEAC- Proposed Act 2016; Office of the Prime Minister 2013). Further, in the national context, the MBEAC- Proposed Act (2016:58) refers to the job title, 'education officers for professional development'. A circular from the Office of the Prime Minister (OPM) Number 6 (2013:1-2) refers to the 'senior education officer'. Though the title 'subject adviser' is currently not official in Namibia, it features in some national literature (Ngololo 2012:27; McClelland 2003:9; Hoabes 2004:86). Consequently, the researcher adopts 'subject adviser' throughout this study.

2.3 WHAT IS INSTRUCTIONAL SUPPORT?

One of the factors that contribute to successful or unsuccessful support of teaching and learning is the view or understanding of the concept 'support' Ekyaw 2014:42). Mavuso (2013:23) describes 'support' as combined and planned efforts by district officials to support or assist teachers in planning learning activities and improving teaching methods, while Nkambule and Amsterdam (2018:1) define teacher support as "mentoring, coaching, professional development and feedback upon lesson observations".

Adewale et al (2014:75) indicate that supervision involves guidance, support and continuous assessment to develop teachers professionally and ultimately advance teaching and learning. Ibara (2013:241) shows that instructional supervision comprises three processes, namely monitoring, support and the facilitation of the learning process. These processes have implications for the roles of subject advisers as they are responsible for support, facilitation and monitoring of teaching and

learning. Implied from the above is an assumption that instructional support is part of instructional supervision.

If it is to be accepted that support and guidance are components of and related to the instructional supervision process, then it will be unwise to discuss the roles of subject advisers' support and guidance in isolation without referring to the principles applicable to instructional supervision. The researcher deduces that the three processes, namely monitoring, support and teaching-learning, are inter-linked, inter-dependent, influence each other and follow one another in a cyclical form. Monitoring helps the subject adviser to reflect on the needs of the teacher in terms of teaching strategies, the use of teaching and learning resources and knowledge of the learning content. In this way, the needs of the teacher guide the subject adviser on the relevant format of support. Support by the subject adviser enables the teacher to teach effectively resulting in quality learning. If teaching does not result in quality learning, then the subject adviser will re-start the process by monitoring and supporting the teacher. However, the Namibian literature does not reveal the nature of instructional supervision as presented above.

Some researchers believe that support, instructional supervision, inspection, control and monitoring belong together, are related and can be executed by the same individual (John 2011; Mavuso 2013; Adewale et al 2014; Awino 2014). Mavuso (2013:23) agrees as he argues that the quality of teaching and learning will not be realized if control is de-linked from support. Similarly, Ekyaw (2014:38) claims that control without support does not lead to quality instruction and quality learning. Adewale et al (2014:76) concur that performance of teachers and learners will improve when instructional supervision combines with guidance. In fact, De Grauwe (2007) as cited in Adewale et al (2014:75) states that in some developed countries such as the United Kingdom (UK), United States of America (USA) and Europe the term 'inspection' is still used to refer to the act of both supervising and supporting teachers. In other countries such as Senegal, Lesotho, Tanzania and Nigeria 'inspectors' are involved in both teacher supervision and support (Adewale et al 2014:75). In Senegal, both inspection visits and pedagogical support are performed by the same officer and there is little difference between the two exercises (Mavuso 2013:33). Awino (2014:15) argues that officials in Quality Assurance and Standard Officers' (QASO) Department in the UK are responsible for the supervision and advice on curriculum implementation

through monitoring, guiding and directing teachers. Proponents of the combination of supervision, control and support try to justify the importance of subject advisers controlling teaching and learning while supporting teachers. Win (2010) as cited in Mavuso (2013:23), argues that the control action tries to establish whether actual performance is in line with what was planned and to suggest remedial actions. Implied from the above comments, an assumption can be made that control can serve as a method of support as well as gauge the effect of support provided to teachers. Further, support is a component of control (Mavuso 2013:23). This could therefore mean that support and control go hand-in-hand. From these arguments it appears that subject advisers can practice a combination of control and support. The subject adviser should determine when, where and how to control or support and strike a balance between the two. Some researchers that support combination of control and support, prefer subject advisers to guide and support teachers more than they control them. Accordingly, Mavuso (2013:158) points out that tension will come to the fore when there is too much control at the expense of support. It can be seen from this belief that extreme control will cause teachers to doubt the main purpose of subject advisory support and ultimately break the relationship of trust resulting in non-participation in teaching support programmes. It is noted that some researchers advocate a 'stand-alone' approach or 'pure' instructional support and guidance that does not include monitoring, control and evaluation and this is an attempt to shift from teacher supervision to teacher support (Mavuso 2013; Lupimo 2014). In contrast, other researchers suggest that roles of supervision and support should be separated (Dilotsothle 1999; Awino 2014). Accordingly, Dilotsothle (1999:12) states that subject advisers are not inspectors and their role is to advise and not to criticise. This suggests that subject advisers cannot combine support with supervision, inspection or control. The argument of Dilotsothle (1999) may also imply that teacher supervision associated with evaluation, judgement and critique should be distanced from subject advisory functions. In Mali inspection visits have been replaced completely by pedagogical support visits (Mavuso 2013:34-35). Visits are no longer undertaken for the purpose of assessment, but for support and advice. Similarly, Finland did away with inspection and advocates the provision of support to teachers and ultimately teachers accept the intervention from subject advisers because support and guidance no longer result in punitive consequences (Lupimo 2014:9). In conclusion, subject advisers should shift more to support and control less. It can be argued that the bone of contention is not only about the absence or presence of control but how it is managed and what its

purpose is meant to be. Subject advisers should determine how constructive control or control for support should be defined and practiced for effective guidance in teaching. Although the discussion about ‘instructional support’, ‘instructional supervision’, ‘monitoring’, ‘evaluation’ and ‘control’ does not feature in the national literature, Kabajani (2002:195) suggests that education authorities should change from teacher control to teacher support and development.

2.4 WHY INSTRUCTIONAL SUPPORT IS NECESSARY

The literature suggests that shortcomings in the preparation of teachers, the desire to improve performance, teachers’ request for support and specialisations of school managers are factors that make teaching support crucial. Accordingly, Buchanan et al (2013); Plunkett and Dyson (2011) and Skillbeck and Connel (2004) as cited in Kelly, Reushle, Chakrabarty & Kinnane (2014:69) claim that it is costly to society, individuals and the profession when good teachers are being lost due to inadequate support. This implies that if teachers in need are not supported, they may quit the profession.

2.4.1 Poorly prepared teachers

Teachers may not be adequately prepared for their teaching task. As a result, teachers may experience challenges that may limit their teaching abilities. For example, in South Africa, the Kwazulu-Natal Department of Education (n.d.:10) acknowledges that some teachers are unqualified and therefore subject advisers should provide support. The nature of teachers’ needs seems to differ from country to country. Some teachers struggle with planning and assessment (Mthembu 2015:28). In Ethiopia, teachers are not adequately trained and supported to execute their teaching-learning responsibilities effectively (Ekyaw 2014:11), whereas most teachers in Nigeria lack new methods in teaching certain subjects (Iyunade 2011:168). Furthermore, Spaul (2011), as cited in Van der Berg, Taylor, Gustafsson, Spaul and Armstrong (2011:4), asserts that teachers in South Africa are weak in content knowledge. This implies that poorly-prepared teachers may not teach effectively resulting in unsatisfactory learning outcomes. Teachers themselves desire instructional support and guidance. Accordingly, the South African Department of Basic Education (DBE), (2009) as cited in Du Toit and Booyse (2015:17) claims that teachers pleaded for more guidance and

direction regarding 'how to teach' their subject. Adendorf and Moodley (2014:427) concur when they state that teachers in South Africa want subject advisers from the district offices to advise and guide them in the effective teaching of various subjects. The Namibian literature neither reveals the nature and level of teacher preparedness as far as quality teaching is concerned, nor the desire of teachers for support. This needs to be researched further to determine whether this is a shortcoming.

2.4.2 Unsatisfactory learner performance

In the Namibian daily newspaper, New Era, dated 1 December/November 2017, Muyamba states that the Grade 10 and Grade 12 results are affected adversely because there are no subject advisers appointed for the Kavango-West Region. The active involvement of subject advisers in Namibia, to a certain extent, is associated with learners' academic success. The international literature does not attribute learners' poor performance to the absence of subject advisory support.

2.4.3 Specialisation of school managers

Tracy (1993:25) and Young (2008:4) claim that principals in the UK do not necessarily have expertise in all subjects and therefore cannot improve teaching and learning in all classrooms. Lyimo (2015:23) (in his study in Tanzania) agrees and claims that the principal cannot easily provide subject-related support to all teachers. A further study in Ethiopia concurs, asserting that principals may not have the skills to conduct informed classroom observation and as a result cannot provide constructive feedback to teachers to improve their teaching performance (Afework, Frew & Abeya 2017:70). Smith (2013) as cited in Mthembu (2015:3), claims that some teachers and Heads of Department (HODs) in South Africa fail to teach effectively in the classroom because of content knowledge gaps, pedagogic deficiencies and being uncomfortable working with higher order levels of assessment. The shortcomings described above necessitate subject advisers in South Africa to monitor teaching and learning in schools through classroom observation (DBE 2013, as cited in Mthembu 2015:3). Further, due to the fact that school managers may have diverse specialisation, education authorities need to appoint people with pedagogical content specialisation as subject advisers to support and guide teaching and learning, especially in schools without specialists in certain subject areas. The national literature does not discuss

specialisations of school managers and their relation to teaching support at school level.

2.5 SUBJECT ADVISERS AND INSTRUCTIONAL SUPPORT

2.5.1 The purpose of subject advisory support and guidance

Archibong (2012:63) and Tshabalala (2013:31) in their studies on Nigeria and Zimbabwe respectively, believe that the purpose of subject advisers' guidance is to improve teaching. This assertion is supported by Shoji (2014:17) in South Africa, and Ekyaw (2014:13) in Ethiopia. Glickman, Gordon and Ross-Gordon (1998:27) indicate that the purpose of instructional guidance of subject advisers is to create a supportive environment within which teachers as individuals and members of the teaching group can experiment with new instructional strategies. Teacher support in teaching and learning also contributes to continuing professional development of teachers (Glickman et al 1998:43; Tshabalala 2013:31). Instructional guidance of subject advisers keeps teachers abreast with new knowledge, skills and changing attitudes in order to provide quality educational environments for learners (Titanji & Yuoh 2010:25). Accordingly, the European Commission (2013:6) argues that subject advisers support teachers to raise learner attainment. Mavuso (2016:190) concurs as he asserts that the main role of subject advisers in South Africa is to support teachers with the ultimate aim of improving learning outcomes. The researcher infers that subject advisers, as subject experts in school subjects, can play a key role in this regard to improve learner achievement.

As is the case elsewhere, the purpose of subject advisers' guidance in Namibia is to improve instruction (McClelland 2003:7; MBEAC-PQA n.d.:12). Further, MBEAC-Proposed Act (2016:58) explains that subject advisers guide teachers to use teaching strategies that will improve teaching and learning. The MBEAC-Draft Manual (n.d.:7) concurs as it asserts that the advisory support helps to keep teachers abreast with current national and international trends in education.

This implies that subject advisers should understand that the support of teaching and learning enables subject teachers to add value or quality to their teaching practice as

well as keeping pace with the latest international developments on teaching and learning. Knowledge of national and international trends keeps the classroom relevant.

2.5.2 How subject advisers determine teachers' support needs

Burns (2012) and Glickman et al (2010 in Burns and Badiali 2016:157) suggest that subject advisers should know teachers' level of professional development. Further, Uysal (2012: 25) in his study in Turkey claims that teachers expect future In-service Education and Training (INSET) to be designed in line with their needs and specific contexts. In a subsequent Turkish research study, Kabadayi (2016:12) concurred asserting that the effectiveness of INSET relies on needs analysis. It is therefore important for subject advisers to balance INSET and the individual needs of teachers for professional development. This implies that subject advisers have to be able to understand diverse individual as well as general needs of teachers. Consequently, subject advisers must know how to identify the developmental needs of teachers to support teaching and learning effectively. It will be meaningless for subject advisers to jump into the support of teaching and learning without evidence on the nature of the teachers' needs. In so doing, the subsequent plans and strategies for teaching support will not be effective. It is therefore important to know how subject advisers go about determining the needs of teachers prior to support.

2.5.2.1 Teachers' self-reflection

Jenkins (2009:36) and Gamble (2013:21) suggest that teachers in the USA are afforded the opportunity to measure their own strengths and shortcomings through self-reflection. Mavuso (2016:191) concurs when he suggests that teacher support should be informed by teachers' teaching experience and self-reflection results for better planning of strategies to address teachers' needs. Teacher self-reflection can serve as a guide to the subject adviser on what to concentrate on during the lesson observation (Archibong 2012:61). Teachers, with the guidance of subject advisers, can identify their own inadequacies in areas in which they need support. The researcher distinguishes between 'reflection for support' and 'reflection of support.' 'Reflection for support' should be conducted as 'self-reflection' by the teacher prior to support. The subject adviser then provides guidance and support based on the needs identified by the teacher. After the subject adviser provides support and guidance, both

the teacher and the subject adviser reflect on the usefulness of the support. Self-reflection should be used by subject advisers and teachers for development rather than judgement. Additionally, subject advisers should conduct follow-up reflection exercises and verify teachers' needs by gathering enough evidence through the observation of the teaching and learning process.

2.5.2.2 Classroom observation

Lesson observation can be used to determine the support needs of teachers (Baffour-Awuah 2011:209; Thobega 2003:57). Subject advisers should visit teachers during lessons to familiarise themselves with the quality of classroom interaction and to identify each teacher's needs (DBE 2012:43; Archibong 2012:67). Lesson observation can be conducted before instructional support is offered to assess the teachers' mastery of the learning content; their effective use of teaching strategies and how they employ quality consolidation questions before, during and after the lesson with the purpose of improving instruction (Baffour-Awuah 2011:47). Classroom observation is also used as a strategy to support teaching and learning, especially when teachers become observers of model lessons presented by experts, such as subject advisers. The national literature is silent on strategies used by subject advisers to identify teachers' support needs.

2.5.3 The roles of subject advisers

Dilotsothle (1999:185) affirms that support for teaching and learning by subject advisers is a global phenomenon and the South African DBE (2013:12) cited in Mavuso 2016:185) confirms that subject advisors are responsible for the support of teaching. In Namibia, the Ministry of Education, Arts and Culture (n.d.:16) agrees and indicates that the responsibility of subject advisers comprises the support of teachers.

Broader roles of subject advisers should be discussed in relation to their functions. The roles of subject advisers in supporting teaching and learning involve different functions. The concept 'support' itself does not guarantee successful teaching and learning in the classroom, unless it is linked to detailed functions performed by subject advisers to support teaching and learning. Functions will provide answers to the question, what do subject advisers do to support teaching and learning? The

researcher argues that the functions of subject advisers in supporting teaching are interdependent and are part of a continuous process that may follow a cyclical sequence. This sequence is not always chronological or fixed. For example, the process can start with building the capacity of teachers and end with planning further teaching support programmes or vice versa.

The literature sums up the roles of subject advisers as to support, to assist, to guide, to mentor, to facilitate, to motivate, to advise and to coordinate the work of the teachers (Adendorff & Moodley 2014; Chigona 2017; DBE 2013). The DBE in South Africa (2009 cited in Mavuso 2013:44) affirms that subject advisers in South Africa provide assistance, support and guidance to teachers in subject teaching particularly to support teachers in their specific subjects of specialisation (Chigona 2017:444; Adendorff & Moodley 2014:427). Further, subject advisers in South Africa should conduct classroom observations, moderate marks, assessment tasks, question papers and memoranda and help to compile annual teaching programmes, assessment plans as well as lesson plans (Mthembu, 2015:30). Obi and Rembe (2017:134) identify the roles of subject advisers in South Africa as orientation and training of teachers; advance subject content knowledge; develop and distribute relevant curriculum materials and provide teachers with effective on-site support. In addition, Mthembu (2015:26) indicates that subject advisers should create an appropriate and conducive atmosphere for teaching and learning and professionally developing teachers to teach effectively and efficiently. Phorabatho (2013:195) agrees, stating that subject advisers support teachers with content mastery, latest teaching strategies and learner assessment.

Instead of expressing the broader roles of subject advisers, the Namibian literature focuses more on their functions or responsibilities. MBEAC-PQA (n.d.:12) sets out the job description of subject advisers to include research, design of course curricula, liaison services, planning physical facilities and maintenance of examination standards.

2.5.3.1 Curriculum implementation

The international literature suggests that subject advisers should monitor and support the implementation of the curriculum in a particular subject (DBE 2012:41; Inno

2003:100; Murphy 2005:19; Adendorff & Moodley 2014:426-427; Mavuso 2013:44; Obi & Rembe 2017:134). As staff members, subject advisers in the USA are responsible for supporting teachers in curriculum interpretation and implementation to conform to pre-set standards (Whitworth, Bell, Maeng & Gonczi 2017:2). Subject advisers are therefore intermediaries between curriculum policy and implementation in the classroom (DBE 2009:8 as cited in Phorabatho 2013:100).

The preceding roles of subject advisers are acknowledged in the Namibian literature (Ministry of Basic Education and Culture [MBEC] 2002; Hoabes 2004:97; Office of the Prime Minister (OPM) 2013). The MBEAC-PQA (n.d.:6, 8) describes the roles and functions of subject advisers as to interpret, monitor and evaluate the implementation of the national curriculum documents. As curriculum implementation is a broad concept, subject advisers should support teachers through multiple detailed activities or functions in this regard. To execute any activities that contribute to curriculum implementation, subject advisers should plan carefully in terms of programmes and strategies for teacher support. Therefore, any curriculum support activity should start with planning.

2.5.3.2 Planning

Subject advisers develop academic improvement plans, subject improvement plans, teachers' enrichment plans and schemes of work (DBE 2012:47; Mavuso 2016:190). Further, Mthembu (2015:109) suggests that subject advisers develop annual teaching programmes and subject assessment plans for all subject teachers for uniformity in terms of sequence of the learning content and facilitate the ability to track pace setters. Teachers' views must be taken into consideration during the planning process (Mavuso 2016:190). This implies that subject advisers should work in partnership with teachers when designing programmes for teachers' support. Iyunade (2011:166) shared the same view as suggesting that professional development should shift the emphasis from working 'on' teachers to working 'with' teachers to improve teaching and learning for all learners. Subject advisers are not the end-users of these plans at school level and by co-designing the plans with the teachers the latter will understand them better and take ownership for successful implementation.

The MBEAC-PQA (n.d.:8) states that subject advisers should assist subject teachers in the development of lesson plans and assessment tools and involve them in professional team planning in professional development activities (MBEAC-Draft Manual n.d.:7; Majiedt 1991:75). The Namibian literature concurs with the international literature when it suggests subject advisers are responsible for joint schemes of work (Dittmar, Mendelson & Ward 2002:37). In addition, the MBEAC-Draft Manual (n.d.:13) contends that some duties and responsibilities of education officers in the Namibian context are “to assist schools with academic plans, namely School Self Evaluation (SSE), Plan of Action for Academic Improvement (PAAI) as well as setting subject performance targets.” It is vital that subject advisers guide teachers on how to use, monitor, review and reflect on the effectiveness of the plans.

2.5.3.3 Resource provision

Subject advisers should provide and source relevant teaching and learning materials, curriculum and assessment documents including recommendations of relevant textbooks, to improve performance in the subject (DBE 2012:41; Inno 2003:100). Though they do not include the recommendation of textbooks, Murphy (2005:19) and Mavuso (2016:185) concur in terms of the nature of the resources subject advisers should source and distribute to teachers. Further, subject advisers are mandated to monitor and support the implementation of the curriculum by providing and deploying relevant teaching and learning materials through research to improve performance in the subject (Mavuso 2016:185; Adendorff & Moodley 2014:427). A further suggestion is that subject advisers be involved in the design of materials and instructional projects (Dilotsohle et al 2001:306). Providing policy documents alone is not sufficient and may not guarantee effective implementation in the teaching and learning environment and therefore Mthembu (2015:59) suggests that subject advisers must be able to dissect, interpret and master the curriculum policy for subject teachers for correct implementation in the classroom.

The role of subject advisers in Namibia entails the development and dissemination of course curricula resources (OPM circular No 6 2013; Majiedt 1991:75). The OPM circular (2013) and the MBEAC- Proposed Act (2016:58) suggest that subject advisers develop, evaluate and promote the use of teaching and learning support materials. Furthermore, MBEAC-PQA (n.d.:7) tasks subject advisers with ensuring the use of

learning support materials by teachers. In contrast to international literature, in Namibia the concept of evaluation of resources comes to the fore. This implies that subject advisers should evaluate the effectiveness of resources. However, in accordance with what was discussed earlier, as end-users of these resources teachers should be involved in co-evaluating and co-selecting teaching and learning materials. Therefore, subject advisers should guide teachers in the identification of useful teaching and learning materials (Mavuso 2016:191). Evaluation of resources should serve as feedback to material developers on the appropriateness, relevance and effectiveness of the resources for future improvement. Uniquely, the Namibian literature proposes that subject advisers should integrate Information Communication Technology (ICT) into curriculum implementation (Ngololo 2012:29; OPM 2013). This could therefore mean that subject advisers should guide teachers in the use of ICT as a tool for effective teaching. Apart from guiding teachers to teach better, ICT can help subject advisers create a database to improve their support functions such as updating of teachers' profiles to reflect on individual teachers' professional growth and support needs. The database will also enable subject advisers to plan appropriate support programmes based on teachers' needs. Consequently, subject advisers should be able to store and retrieve data on the provision of support to teachers and use the information for future interventions.

2.5.3.4 Teaching

Tesfaw and Hofman (2014:83) and Archibong (2012:63) suggest that subject advisers in Ethiopia and Nigeria must support teachers to improve teaching methods, acquire the ability to adapt teaching to meet learner needs, manage classrooms effectively as well as practice collegiality and share the same understanding about the importance of teaching and learning. Villegas-Reimers (2003:61) proposes that in-service training should include the subject matter, pedagogy and teaching methods. Teachers can be supported by organising teaching conferences to allow subject advisers to communicate classroom objectives and instructional methods to subject teachers (Lineburg 2010 cited in Rasebotsa 2017:29).

The Namibian literature reaffirms that subject advisers guide teachers to improve teaching strategies (Majiedt 1991:75; MBEAC-Proposed Act 2016:58). McClelland (2003:7) agrees as he indicates that the main purpose of Namibian subject advisers'

job “is to support struggling teachers in providing effective instruction to learners”. Namibian subject advisers are responsible for INSET in the subject content and methodology (Hoabes 2004:86). The understanding is that different activities that teachers do pre- and post-teaching are aimed at preparing for effective instruction and gauging the effect on learning outcomes.

2.5.3.5 Classroom visitation

As discussed earlier, it appears as though different researchers hold diverse opinions on the purpose of classroom observation. Some view it as a means of support while others allude to evaluation or quality assurance. Mavuso (2016:190) states that subject advisers support teachers through class visits. It appears as though ‘classroom observation’ serves a dual purpose in that on the one hand subject advisers observe teachers teaching to determine their support needs and teachers on the other hand are given an opportunity to observe and learn from demonstration lessons presented by subject advisers. Control can help the subject adviser to determine the developmental needs of teachers. In the same vein, it sounds impractical and unethical for the subject adviser to provide guidance and advice while the teacher is teaching. However, activities that precede or follow classroom observation may create room for guiding teachers by, for example, giving feedback and making recommendations. Teachers in South Africa can observe model lessons to learn from excellent demonstrations by subject advisers and in so doing provide support (Steyn & Van Niekerk 2002:266 as cited in Phorabatho 2013:52).

2.5.3.6 Assessment

The international literature reveals that subject advisers are responsible for the setting of examination papers, moderation of school-based assessment and the analysis thereof (Inno 2003:100; DBE 2012:43). Furthermore, Mavuso (2013:45) asserts that subject advisers in South Africa support and monitor assessment in schools. Subject advisers in the USA should be involved in the analysis of assessment data (Young 2008:91; DBE 2012:47). Though subject advisers may moderate test items to ensure that quality is maintained, they should also guide and take teachers through the process of designing assessment tasks; administration; marking; analysis of the results; how to use the results’ analysis to determine the needs of learners as well as

improving teaching quality. The analysis and diagnosis of assessment results will enable teachers and subject advisers to jointly design alternative teaching strategies and materials to improve teaching and learning.

Dittmar et al (2002:37) suggest that Namibian subject advisers should be involved in the setting of question papers including circuit-based examinations; they should also be responsible for the setting of examination standards and the preparation and marking of examinations conducted in schools to ensure that standards are adhered to (OPM 2013; Majiedt 1991:75). Moreover, Namibian subject advisers should process and interpret assessment data and make them accessible (Majiedt 1991:75). While the international literature focuses subject advisers' involvement in school-based assessment, these are extended beyond this level in Namibia as MBEAC-PQA (n.d.:11) and Dittmar et al (2002) confirm subject advisers' involvement in assessment and examinations at regional and national level.

2.5.3.7 Evaluation

The MBEAC-PQA (n.d.:8) suggests that subject advisers serve as external school evaluators in National External School Evaluation (NESE). Whole-school evaluation is well illustrated in the operations of subject advisers in the Namibian context where they are involved in the evaluation of the state of teaching and learning at schools based on the National Standards and Performance Indicators (MBEAC-Strategic Plan 2012-2017:14). Nandjembo (1999:215) concurs but cautions subject advisers against visiting schools as individuals and suggests that a strong team consisting of 'inspectors' should visit as a unit. In most Namibian regions subject advisers are part of panel inspection teams that visit schools (McClelland 2003:19). In the case of whole-school evaluation as opposed to an individual advisory visit, it can be argued that on-site support of teaching and learning in the classroom will be minimal or non-existent because the emphasis will be on inspection or evaluation, especially the degree to which the National Standards have been implemented and attained. The preceding discussion suggests the roles of subject advisers to focus more on evaluation than support; judgement than development. The discussion further implies that subject advisers, to a certain extent, perform supervisory functions for quality assurance. Though both support and evaluation are equally important, as stated earlier, education authorities and subject advisers should place more emphasis on

advisory support visits to schools to support teachers than visits for whole-school evaluation. Although some international research studies criticise subject advisers' involvement in monitoring (Nkambule and Amsterdam 2018:8; Tatana 2014:20), Webb and Vulliamy (1995:43) appear to have a different view as they suggest that subject advisers should monitor subject implementation.

2.5.3.8 Research

Unlike the literature applicable to other countries, the Namibian literature suggests that subject advisers conduct education-related research (Office of the Prime Minister 2013; Education Officer T4B). The scope of such research seems to be unclear, open, general and broad. However, MBEAC-PQA (n.d.:6) states that subject advisers are responsible for curriculum research. Curriculum research may refer to any aspect that helps to deliver the curriculum effectively and this may include the learning content, teaching strategies, the use of appropriate teaching and learning materials and assessment. According to the MBEAC-Draft Manual (n.d.:7), the specific areas to be researched should be subject-, curriculum- and pedagogic-related in nature. Under the heading 'Duties of Education Officers', paragraph I, in the MBEAC-Draft Manual (n.d.:19) three types of research are identified, namely, "Do action research with respect to your subject/phase"; "conduct small scale research/surveys in subject groups" and "assist national research/surveys." Research should help to find solutions to problems experienced with teaching and learning in the classroom. The question remains whether subject advisers are provided with the necessary tools and training to conduct such required research. However, the international literature suggests that subject advisers should be trained in research (European Commission 2013:22-23). It is not clear whether the skill in doing research will serve as a tool to help subject advisers to support teaching better or whether it is a means to enrich their own knowledge in their particular subject areas.

In summary, the functions and responsibilities of subject advisers should contribute or re-enforce their broad roles, namely, the support of teaching and learning in the classroom.

2.5.4 Characteristics of effective subject advisers

Successful support of teaching and learning depends on the character of subject advisers. Kolawole (2012:38-39) identifies some traits that subject advisers in Nigeria should possess, namely, frankness, consistency, fairness and helpfulness. Further, Mthembu (2015:32) suggests that subject advisers need to model good professional practice to be exemplary to teachers. This implies that subject advisers need to maintain a professional and ethical conduct and behave with integrity at all times. Besides the character traits mentioned above, subject advisers should possess certain qualities that will enable them to succeed in teaching support (Burns & Badiali 2016:157). These authors indicate that subject advisers should be knowledgeable in a variety of aspects and possess administrative, leadership and interpersonal skills.

2.5.4.1 Knowledge development

The European Commission (2013:15-16) indicates that subject advisers should possess skills in knowledge development. Further, the subject adviser should have a sound content and pedagogical knowledge and subject expertise (Burns & Badiali 2016:157).

a. Policies

Subject advisers should acquire knowledge and understanding of all official policies and curriculum documents relevant to their subjects (DBE 2012:41). Furthermore, policies help subject advisers to understand the type and the nature of support education authorities and teachers expect from them.

b. Content and pedagogical knowledge and learning

Burns (2012) and Glickman et al (2010) cited in Burns and Badiali (2016:157) suggest that subject advisers should be knowledgeable in teaching and learning and be up-to-date with developments in psychology of learning Ekyaw 2014:24). Psychology of learning will enable subject advisers to guide teachers on how learners grow mentally including how they behave and react in the teaching-learning environment. This knowledge will enable subject advisers to guide teachers on how to apply the relevant

teaching strategies to influence positive learning behaviours. Subject advisers must have depth of content and pedagogical knowledge (Inno 2003:101; Glickman, Gordon & Ross-Gordon 2010 in Burns & Badiali 2016:157; DBE 2012:47; Ibara 2013:249; Shoji 2014:29). Mavuso (2016:186) concurs as he suggests that teacher support must not focus only on what they teach but also the pedagogical content knowledge, how to teach the learning content. Further, subject advisers are expected to be the masters of pedagogy and content knowledge in curriculum delivery and therefore subject expertise should be the guiding criterion for the recruitment of subject advisers (Chigona 2017:452). Subject matter knowledge can be seen as general knowledge of the subject (Hannula 2017:3313) and the pedagogical component as knowledge of teaching methods, knowledge of classroom assessment, structure of the lesson process, learning objectives, lesson planning, the lesson presentation and evaluation (Guerriero n.d.:5). It can be argued that one aspect cannot do without the other. The content should be taught through an appropriate method and materials for positive learning outcomes to be achieved.

MBEAC-PQA in Namibia similarly (n.d.:21) highlights the fact that subject advisers should possess sufficient subject and pedagogical knowledge and should acquire and demonstrate skills on how to transfer the learning content. This will enable teachers to imitate the same approaches in their teaching with confidence. If subject advisers are experts in their subjects, teachers will automatically trust that their advice is beneficial to their teaching and may render their full cooperation.

Subject advisers' expertise in the learning content is based on their qualifications and teaching experience. The European Council (2009 in European Commission 2013:6) contends that subject advisers should have attained a high academic standard and acquired practical experience and competencies. This coincides with the stipulations of the MBEAC-PQA in Namibia (n.d.:11) which requires that subject advisers be well qualified and competent in the field of study.

2.5.4.2 *Subject advisers' skills*

a. Administrative, management and leadership

Subject advisers should possess good management and administrative skills including listening, presentation, communication, organising and planning skills. Subject advisers must show interest in the job; be strong at conflict resolution; be approachable and able to motivate others (Kolawole 2012:38-39). Further, the European Commission (2013:15-16) indicates that subject advisers should possess research skills and critical thinking competencies.

The Namibian literature refers to facilitation skills (MBEAC-Draft Manual n.d.:5; Ngololo 2012:29; OPM 2013). Subject advisers should possess workshop facilitation skills as these skills will enable the subject adviser to keep teachers focused on the objectives during workshops and will help create opportunities for teachers to participate in constructive debates. Subject advisers should be competent in the compilation of evaluation reports (Ngololo 2012:29; OPM 2013; MBEAC-Draft Manual n.d.:5). MBEAC-PQA in Namibia (n.d.:25) also requires that subject advisers possess lesson observation skills to collect relevant information and make recommendations. Although subject advisory work does not deal with educational management, some administrative and leadership skills are valuable when supporting teaching (MBEAC-PQA n.d.:21).

b. Interpersonal skills

The European Commission (2013:15-16) proposes that subject advisers should possess skills and abilities to establish relationships, maintain teamwork and leadership. Shoji (2014:29) believes that interpersonal relations are essential for the effective support of teachers and that subject advisers should be collaborative and friendly with teachers without prejudice, fault finding and control (Tesfaw & Hoffman 2012:42). MBEAC-PQA in Namibia (n.d.:24) also indicates that subject advisers must possess the abilities to get along with others. MBEAC-PQA (n.d.:24) augments interpersonal skills to include understanding emotions or being sensitive to the feelings of others and promoting teamwork. Inno (2003:93) in a study in South Africa, cautions that support provided to teachers should not be threatening or intimidating. A lack of

respect for teachers will cause them to withdraw, become uncomfortable and result in poor co-operation. Therefore, school staff should be treated with respect and in an unbiased manner (MBEAC-PQA (n.d.:11). It can be seen from the preceding discussion that subject advisers should have a constructive and friendly approach towards teachers to develop positive attitudes so that teachers react meaningfully to advice and recommendations.

2.5.5 Formats of teacher support

To build their own capacity in teaching support, subject advisers need to know how to access strategies that are used to support teaching elsewhere. The European Commission (2013 cited in Mavuso 2016:185) affirms that INSET is a global practice to support practicing teachers in teaching and learning. In Turkey, INSET is aimed at assisting teachers to learn and strengthen personal and professional skills to provide learning opportunities for learners (Altun 2011:848). Researchers in Kenya believe that INSET can advance teaching and learning outcomes (Piper & Zuilkowski 2015:173). MBEAC-PQA (n.d.:6) tasks subject advisers with the professional development of teachers. Approaches used by subject advisers to support teaching and learning can be used in isolation on an individual basis or in a group. This could therefore mean that the situation at hand dictates the format of support and more than one format can be used at the same time. The literature categorises practices used to support teaching and learning as those that give the opportunity for subject advisers to support teachers as group members and those that recognise the individual needs and uniqueness of teachers.

2.5.5.1 *Supporting teachers as individuals*

Mthembu (2015:109) suggests that individual teachers' professional needs are addressed top-down, which eventually becomes a one-size-fits-all approach. The researcher infers that sometimes subject advisers believe that teachers' support needs are similar, ignoring diversity. Consequently, the subsequent support provided may not always be helpful for teachers. The literature suggests that subject advisers should support teachers based on teachers' needs and the prevailing context. Any form of support should consider what teachers do in the classroom and how learners

react to the teaching process (Mavuso 2016:185). Subject advisers need to be flexible and diversify their support strategies.

a. Differentiation

Differentiated advice is guided by teachers' experiences, needs and their associated concerns (Minnear-Peplinski 2009:137; Titanji and Yuoh 2010:26). Approaches for continuous professional development (CPD) should be differentiated to meet learning styles of diverse teachers (Steyn 2002:24 as cited in Phorabatho 2013:195). In their study in Uganda, Kalule and Bouchama (2014:54) support this view and propose differentiated guidance that considers teachers' unique needs and professional levels. The same authors add that teachers may have diverse preferences regarding the form of support they may want and consequently may need a variety of techniques and modified methods of support. Accordingly, subject advisers should organise individual, face-to-face training in the form of mentoring to support teachers (Rasebotsa 2017:69).

Further, Uysal (2012:25) argues that a context sensitive approach would fill the gap between ideal teaching methodologies introduced in training courses and teachers' practical realities. Implied in this view, is that the approach intends to reconcile what subject advisers believe to be teachers' teaching needs with what teachers actually experience in the real teaching and learning environment. Consequently, subject advisers must consider the professional developmental level of each individual teacher when planning support programmes.

b. On-site individual support

Meetings should be held with individual teachers at school to discuss weak and strong points and identify opportunities for improvement after classroom visits and observation (John 2011:37). Accordingly, Rasebotsa (2017:70) suggests that subject advisers use classroom observation to give feedback to teachers and that all lesson observation sessions must be followed by feedback (Tshabalala 2013:31). The DBE (2012:45) prefers that subject advisers write reports after each school visit, including the recommendations, the nature of support provided and the need for follow-up visits. Instruments should be designed to record the type of support provided to the teacher

including a brief description of the lesson including the teachers' activities, learners' activities, in-class writing and the materials used during the lesson (Delclaux & Saltiel 2013:142). These reports should involve teachers to avoid poor reporting about performance of teachers that may lead to tension (Inno 2003:123). These records will help teachers and the school management to focus on what needs to be improved and subject advisers will be able to determine the degree of implementation.

In the Namibian context, lesson observation can be used to support teachers but it is also possible to assist, guide, make suggestions and give feedback to teachers directly and individually after a lesson (Hoabes 2004:86). The question remains whether on-site individual support is economically wise, compared to group support, considering the fact that subject advisers have many schools and teachers in their regions to visit and support.

2.5.5.2 Support teachers as members of a group

Shozi (2014:29) and Burns and Badiali (2016:157) propose that subject advisers must be experts in group dynamics. MBEAC-PQA in Namibia (n.d.:21) specifically mentions that subject advisers should understand group processes; have the ability to sense group moods and adjust programmes accordingly. Implied from these comments, subject advisers should not only possess skills to work with teachers as individuals with unique interests, but also as members of a larger group of teachers with common or similar group interests, needs and likings. Taking cognisance of group dynamics will help subject advisers to understand the best approach to support teachers in groups. Accordingly, subject advisers can support teachers through collaboration in workshops and demonstration lessons. Subject advisers in Nigeria and South Africa help teachers to work together and learn from each other (Ololube & Major 2014:100; Mavuso 2016:190). Mavuso (2016:191) also suggests that interactive sessions should be arranged to provide the opportunity for teachers to share what they know, discuss what they want to learn and link new concepts and methods to their own unique contexts. Further, Kalule and Bouchama (2013:56) claim that the guidance offered by subject advisers helps teachers to collaborate with their peers. Through collaboration, novice teachers can approach senior teachers for assistance and in so doing improve their own classroom practice. In addition, subject advisers can facilitate closer co-operation between teachers to share best practices. It can be argued that teachers will

not improve their skills when they are always isolated and operate on their own. Teachers should have people to lean on for more information on alternative teaching approaches. Collaboration can be used as a multi-functional approach to support teaching and learning at different platforms such as workshops and model lessons.

a. Workshops

Dilotsothle et al (2001), DBE (2012:41) and Delclaux and Saltiel (2013:140) propose that subject advisers in South Africa use workshops to support teachers to improve their content knowledge. Awino (2014:72), Inno (2003:100) and Rasebotsa (2017:69) concur and indicate that subject advisers should support teachers particularly through INSET workshops. Support for teachers in South Africa takes place during training workshops organised by subject advisers (Nkambule & Amsterdam 2018:2). In Nigeria training workshops form part of a strategy to promote collaboration between teachers to share and improve instructional strategies (Archibong 2012:61). Namibian literature identifies in-service training through workshops as an approach used by subject advisers to support teaching and learning (Hoabes 2004:86; MBEAC-PQA n.d.:6-7; Education Officer T4B). Subject advisers in Namibia are not limited to regional workshops only, but are involved at national level as well. MBEAC-PQA (n.d.:11) asserts that subject advisers in Namibia are co-opted to assist in regional and national workshops at the National Institute for Educational Development (NIED) and the Directorate of National Examinations and Assessment (DNEA). While national workshops enable subject advisers to share acquired information with teachers in the regions and at individual schools, regional workshops bring many teachers together in a short space of time. Both the international literature and Namibian literature suggest that subject advisers should undertake follow-up visits after workshops to determine whether teachers implement what they learned in their classrooms (Inno 2003:100; Nandjembo 1999:214). This implies that follow-up visits will connect or create a link between theory and practice and guide subject advisers and teachers regarding further areas of support and strategies.

b. Modelling

Apart from workshops, subject advisers should model a variety of teaching methods, techniques and processes (Villegas-Reimers 2003:138). Young (2008:91) suggests

that subject advisers can support instruction by modelling exemplary lessons to newly appointed teachers and through demonstrations and micro-teaching, thereby supporting teachers in their classrooms (Archibong 2012:67). Demonstration involves the presentation of a pre-arranged series of events to a group to stimulate teachers' growth and group discussion (John 2011:67). Further, Hockly (2002) as cited in Uysal (2012:25), suggests that different model lessons and classroom techniques should be offered in INSET courses to help teachers replace their old memories of teaching and learning. Mushaandja (1996:15) asserts that subject advisers in Namibia provide teaching support to teachers through demonstrations and team teaching in a particular field of specialisation. This implies that observers, in this case teachers, get the opportunity to critique the lesson presented and consequently results in better learning opportunities for teachers. The advantage is that teachers will imitate effective teaching strategies, the use of teaching and learning resources and assessment techniques in their classroom as demonstrated by subject advisers. Subject advisers should strike a balance between catering for individual teachers by supporting them individually at their workplace and considering a collaborative approach by supporting teachers' common needs in bigger groups through workshops and demonstration/model lessons.

2.5.6 Challenges subject advisers face

The reasons instructional support by subject advisers may not always be effective can be attributed to challenges they encounter. Some challenges can be attributed to subject advisers themselves, others to teachers as well as education authorities.

2.5.6.1 Challenges attributed to subject advisers

a. Interpersonal relations

Subject advisors may not be approachable; some harass and humiliate teachers while others are not readily available (Inno 2003:121). Inno (2003:101) states that some subject advisers write destructive reports about the performance of teachers and constructive aspects/points are not evident. These comments suggest that subject advisers need to be trained on how to work constructively with teachers.

b. Office-bound

Research suggests that subject advisers do not spend enough time in schools to improve the quality of instructional support (Ngubane 2008; Shozi 2014; Mbanjwa 2014; Tatana 2014) and this may leave teachers without adequate support. In the Namibian literature it appears as though subject advisers waste time in their offices rather than visiting schools (Nandjembo 1999:223).

c. Emphasis on evaluation and administration rather than teaching support

Subject advisers find themselves inspecting, supervising and controlling when they visit schools rather than being involved in activities to support teachers (Mavuso 2013:159). This view is also echoed by Nkambule and Amsterdam (2018:8) as they assert that subject advisers lean more towards fulfilling monitoring roles and are not providing systematic support in the form of advice, coaching and mentoring to teachers at classroom level. Despite the limited time available for teacher support, Tatana (2014:20) asserts that subject advisers use most of the time during school visits for paper work, and monitoring and giving feedback to teachers, whereas Adendorff and Moodley (2014:426) indicate that subject advisers focus on management rather than on curriculum issues like content, teaching or learning. Again, this implies that some international researchers do not agree that subject advisers should be involved in inspection, supervision, monitoring and management but should focus on teacher support. Therefore, Dilotsothle (1999:139) (in his study in South Africa) cautions against over-involvement of subject advisers in managerial issues. The implication is that subject advisers may spend too much time on administration rather than teacher support. In contrast, it means that Dilotsothle (1999) suggests limited involvement of subject advisers in managerial issues as opposed to total exclusion as proposed by other scholars. It can be argued that education authorities ought to outline the roles and responsibilities of subject advisers to focus more on teaching support. Apart from the time factor, no other challenges feature in the Namibian literature.

d. Lack of commitment

Inno (2003:121) asserts that some subject advisors do not prepare well before workshops or are not competent in workshop facilitation skills. Poor workshop

facilitation by subject advisers will make teachers not to value the roles of subject advisers.

2.5.6.2 Challenges attributed to teachers

John (2011:85) claims that teachers display negative attitudes towards subject advisers and many do not co-operate with them (Ngubane 2008:63; Tatana 2014:55; Shoji 2014:51; Awino 2014:15). In fact, teachers label subject advisers as ‘fault finders’ (Awino 2014:15; Nkambule & Amsterdam 2018:8). It seems as though classroom observation by subject advisers is the most uncomfortable experience for teachers and may not be welcomed by teachers (Baffour-Awuah 2011:63). Rasebotsa (2017:70) argues that class visits by subject advisers inspire resistance from teachers or could lead to ‘window-dressing’ when teachers only prepare when they become aware that subject advisers will visit them (John 2011:85). To neutralise the tension, Rasebotsa (2017:70) suggests that class visits need to be negotiated with teachers. Further, some teachers do not implement subject advisers’ strategies intended to bring about effective teaching and learning and improve learning outcomes (Mthembu 2015:110). This implies that teachers do not take the support and recommendations provided by subject advisers seriously.

The researcher infers from the preceding discussions that teachers are not aware or may have incorrect perceptions of the role of subject advisers. When teachers are informed, consulted and convinced by subject advisers about the nature and benefits of classroom observations, they will value the exercise; welcome school visits enthusiastically and implement recommendations made by subject advisers unconditionally.

2.5.6.3 Challenges attributed to education authorities

a. Workload

Subject advisers in Kenya and South Africa generally face a heavy workload (Awino 2014:71; Mthembu 2015:105). Adendorff and Moodley (2014:425) and Mthembu (2015:105) are hesitant on whether the few subject advisers in the field will have a meaningful influence or make a significant difference to teaching. Phorabatho

(2010:107) and Fleich (2002:133) as cited in Phorabatho (2013:101), assert that the majority of teachers in South Africa are not visited, nor are they supported due to the limited number of subject advisers. In some districts where subject advisers in certain subjects are limited, those that are available may end up covering too many schools. Mthembu (2015:105) raises a rhetorical question: “How could one person be responsible for three subjects and perform very well?” This implies that the more teachers a subject adviser is charged with, the heavier the workload becomes and the less effective the support and guidance would be. Apart from the weighty workload, another concern has to do with the way subjects allocated to subject advisers are grouped or combined, as Mthembu (2015:30-31) points out that subject advisers in South Africa are responsible for more than one subject, including an additional one that is not their specialization, thereby creating knowledge gaps as well as inadequate curriculum support to teachers.

b. Inadequate training

It is alleged that subject advisers in developing countries such as Nigeria do not possess adequate academic competence in the subjects for which they are appointed (Ibara 2013:249). As a result, subject advisers may become less confident when confronted with the task of training teachers and this may ultimately cause teachers to distrust and disrespect subject advisers.

c. Resources

Mthembu (2015:104-105) claims that the DBE in South Africa did not provide subject advisers with adequate teaching and learning resources in the education district to the extent that circumstances forced them to buy their own laptops, data projectors and modems for the internet. Shortfall in resources will hinder subject advisers’ smooth communication and timeous outreach to schools. Another essential resource that hinders subject advisers to support teaching effectively is the lack of transport. Phorabatho (2013:200) claims that subject advisers in South Africa fail to provide school-based monitoring and support due to a lack of transport. Awino (2014:71) and Mthembu, (2015:30) agree as they state that subject advisers in Kenya and South Africa struggle with available transport. If sophisticated and modern resources are availed to subject advisers, they should be able to support teachers better.

d. Limited cooperation from school managers

As is the case with teachers, principals do not follow-up on the recommendations made by subject advisers (Awino 2014:71). Any advisory support will not serve its purpose if recommendations designed to improve identified shortcomings are not implemented and subject advisers may continue to communicate the same message time and again to no avail. Further, the implementation of recommendations made by a subject adviser during school visits can be improved if the suggestion of Mthembu (2015:112) is applied that the Head of Department (HOD) complements the work of the subject adviser.

2.5.7 How subject advisers are supported

According to Mthembu (2015:102) the DBE in South Africa is not doing enough to develop subject advisers to meet their policy requirements of being subject specialists. If subject advisers are not trained, then they may not be on par with the latest international trends in education, including principles of teaching and learning, and consequently support for teachers will be inadequate. The Namibian literature is quiet on how subject advisers are supported currently and how they should be supported.

2.5.8 Support needed by subject advisers

Smith (2003 cited in the European Commission 2013:23) asserts that the support provided to subject advisers will create opportunities to address teachers' individual professional needs and enable them to keep pace with new developments in the teaching-learning environment, teacher education and the teaching profession.

2.5.8.1 Training and support

The quality of training and support received by subject advisers plays a significant role in successful teacher support (Ekyaw 2014:42). Obi and Rembe (2017:136) suggest that teachers, subject advisers and principals should be trained and the European Commission (2013:21) considers subject advisers to be lifelong learners. This highlights the need for in-service training and induction of subject advisers (Dilotsotlhe 1999:138-139). Training should be provided to assist subject advisers to develop

professionally (Shozi 2014:68). In accordance with this, Alvarez et al (2016:1) in their study in the USA, propose that subject advisers need professional development opportunities and need to be involved and participate in continuous professional development programmes (PDP). Brody and Hadar (2011) and Kerka (2003) as cited in Alvarez et al (2016:2), suggest that subject advisers should be supported through workshops, collaborative practitioner inquiry, collaborative research approaches and professional development communities. Mthembu (2015:108) argues that well-designed and properly coordinated PDPs will empower subject advisers in curriculum policy interpretation tools and give them more confidence and knowledge when interacting with subject teachers. Induction programmes are important for subject advisers to enable them to understand their particular role (European Commission 2013:22).

Further, any induction programme to be introduced for subject advisers should be personalised and tailored according to the needs, experience and expertise of individual subject advisers (European Commission 2013:22). Professional learning activities for subject advisers should include courses on school-based support concerning methodology, pedagogy, content, adult learning and didactics and doing research (European Commission 2013:22-23). In the UK, Webb and Vulliamy (1995:43) have a different view of the nature of support for subject advisers and they lean more on operational skills as well as the ability to work with teachers. These authors, firstly, suggest that subject advisers be trained in classroom observation techniques including the strategies for analysing learners' learning strategies and monitoring of subject implementation. Webb and Vulliamy (1995:43) propose that subject advisers need to be trained in the analyses of INSET needs and in ways of meeting the needs. Secondly, subject advisers need courses that will support them to gain interpersonal qualities required for leadership, team building and training of adults (Webb & Vulliamy 1995:43). Although monitoring was considered ill-advised by some research studies, Webb and Vulliamy (1995) suggest that it should be used as a tool to measure how far the subject or the curriculum is implemented. Therefore, the researcher infers that international researchers have diverse views on monitoring and evaluation as roles of subject advisers. Similarly, leadership is listed as one of the qualities of subject advisers while some researchers are silent on whether it should be a role to be performed by subject advisers. As far as training is concerned, Obiweluozor, Momoh & Ogbonnaja (2013:594) suggest upgrading of qualifications of

subject advisers through re-training and provision of in-service programmes including degree programmes that can help to improve the knowledge level, especially the pedagogical content knowledge, of subject advisers (European Commission 2013:24).

The literature suggests formats that should be used by education authorities to support subject advisers. Obiweluzor et al (2013:592) advocate seminars and workshops for subject advisers. To this end, Nandjembo (1999:222) suggests that the Ministry of Education, Arts and Culture in Namibia should encourage further studies, and make bursaries and loans available to subject advisers. Further, those Namibian subject advisers who were appointed a long time ago need to be updated on the current issues in their subject (Ngololo 2012:27). Self-reflection could help subject advisers to identify their own shortcomings and problems they may encounter while supporting teachers to find workable strategies to solve these challenges. Accordingly, subject advisers should reflect and develop their professional qualities throughout their careers (European Commission 2013:23), but education authorities must provide assistance in this regard. Apart from INSET, the literature identifies the provision of resources, reduction of the workload and input from stakeholders as means to support subject advisers.

2.5.8.2 Provision of resources

Computers should be provided so that subject advisers can optimise their role and function (Dilotsothe 1999:139). Though this observation was made more than two decades ago, the assertion is still relevant. Phorabatho (2013:205) identifies laptops, projectors and screens as resources to be provided to subject advisers. Mthembu (2015:111) concurs as he suggests that the DBE should provide subject advisers with adequate teaching and learning resources including labour saving devices, laptops, printers, data projectors and internet connectivity. Obiweluzor et al (2013:594), Tatana (2014:70) and Shoji (2014) hold the same view and appeal for the provision of ICT equipment to enable subject advisers to improve their communication with teachers. Further, subject advisers in Namibia should improve their own computer skills (Ngololo 2012:29; OPM: 2013).

The issue of transport for subject advisers also needs attention (Dilotsothe 1999:138). Tatana (2014:70) suggests that all subject advisers be provided with government

transport and/or subsidised vehicles to be able to access schools easily. Alternatively, special transport allowances should be provided to allow subject advisers to reach remote rural schools (Adewale et al 2014:80).

Subject advisers in Namibia who have to use their own transport should be provided with what is considered a reasonable reimbursement for their expenses when they do so (McClelland 2003:16). To add, Mthembu (2015:112) proposes subject advisers be given an adequate budget for easy school and cluster visits to perform their tasks. Although the resources may make the work of subject advisers easier, their absence should not prevent them from supporting teachers. Subject advisers should be innovative and make do with the resources that are available.

2.5.8.3 Review of workload

International researchers consider the reduction of the workload as a way to enable subject advisers to support teachers effectively (Shozi 2014; Dilotsothle et al 2001). Accordingly, Obiweluzor et al (2013:594); Tatana (2014:70); Shozi (2014:68) and Ngubane (2008:66) agree when they suggest that subject advisers be allocated a reasonable workload by reducing the number of schools they serve. If the number of teachers and subjects are reduced then subject advisers will have more time to support teachers, especially through face-to-face interaction to address individual teachers' diverse needs. The Namibian literature makes no reference to the reconsideration of workload.

2.5.8.4 Assistance from stakeholders

Dilotsothle et al (2001:309) suggest that tertiary institutions should be approached for subject advisers' in-service training. The degree of collaboration and involvement of stakeholders such as colleges and universities in capacitating subject advisers will determine their success in the provision of subject advisory support (Shozi 2014:66). The Namibian literature does not feature the roles of stakeholder in supporting subject advisers.

2.6 CHAPTER SUMMARY

This chapter discussed literature on instructional support provided by subject advisers. It highlighted the terminology associated with teacher support and reflected on the nature of instructional support from both international and national perspectives. The researcher focused on the need for instructional support and explored instructional support with the specific focus on the purpose of support and guidance. The roles of subject advisers in supporting teaching and learning were considered leading to a discussion of the characteristics of subject advisers to fulfil the task requirements effectively. The discussion then focused on the forms of support provided to teachers with an elaboration of the possible challenges that subject advisers may encounter while supporting teachers in the classroom. In conclusion the review proposed how subject advisers could be supported to achieve greater success. In the following chapter the research design, the research paradigm within which the research is located, the research methods, data collection and data analysis will be described.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This study investigates the perceptions of selected Namibian subject advisers on their role in supporting teaching and learning. The previous chapter reviewed the literature related to the study. This chapter identifies, describes and justifies the research methodology, methods and instruments for data collection that will be used in this study. It describes how the participants and the sites are selected and discusses how issues of validity and trustworthiness are dealt with. The researcher describes how ethical issues are addressed and how the data is analysed. The chapter concludes with the limitations, delimitations and the chapter summary.

3.2 RESEARCH DESIGN, APPROACH AND PARADIGM

Kothari and Garg (2014:29) define a research design as the arrangements of conditions for collection and analysis of data. Maree (2016:72) concurs with Kothari and Garg (2014) as he describes 'research design' as a plan or strategy that moves from the underlying philosophical assumptions to specify the selection of participants, the data gathering methods to be used and the analysis of the data. It implies that the researcher must plan and indicate the arrangement for the choice of the approach, selection of participants, data collection techniques, instruments for data collection, protection of the rights of the participants, test of validity and data analysis.

A qualitative approach is used in this study to explore the perceptions of selected Namibian subject advisers on their role in supporting teaching and learning. Therefore, the subject advisers have the opportunity to tell their own stories on the experiences and feelings they encounter while interacting with teachers to support teaching and learning in the classroom. Qualitative research is more appropriate for this study because the aim is to provide an in-depth understanding of the real-world problems (Korstjens & Moser 2017:275). Leedy and Ormrod (2015:269) and Hancock, Windridge & Ockleford (2009:6) assert that qualitative research concentrates on phenomena occurring or that have occurred in the natural setting or real world. McMillan and Schumacher (2010:348) define the natural setting as "the field of

participants where the researcher conducts the study". Qualitative research is the process where qualitative researchers gather information in the field at the site where participants experience the issue or problem under investigation (Creswell & Poth 2018:42-43) and it was suitable for this study as it allowed the researcher to visit subject advisers in their natural areas, namely Regional Offices of Education, Arts and Culture to investigate their experiences and perceptions in the support of teaching and learning.

Du Plooy-Cilliers, Davis & Bezuidenhout (2014:174) indicate that the aim of qualitative research is to explore, understand and describe the phenomenon. Therefore, in this study, the qualitative approach helped the researcher to investigate, comprehend and describe the perceptions of subject advisers regarding their roles in supporting teaching and learning in the classroom. Accordingly, Lacey and Luff (2009:5) argue that qualitative research helps to provide responses to the 'why' 'what' and 'how' questions. The 'how' helped the researcher to describe the strategies used to conduct the study including data collection; the 'why' helped to explain why the study was necessary while the 'what' helped the researcher to explore the perceptions of subject advisers on their roles in supporting teaching and learning in Namibia. Korstjens and Moser (2017:275) assert that qualitative research identifies a variety of participants to describe, explain or explore phenomena in real world contexts. Consequently, participant meanings suggest numerous perspectives on a topic and diverse views (Creswell & Poth 2018:44). Subject advisers may experience the support of teaching and learning differently and therefore the use of the qualitative approach in this study enabled the researcher to explore their varied perceptions. This helped to increase the credibility of the study.

However, the qualitative approach has its own disadvantages, as McMillan and Schumacher (2010:205) acknowledge the possibility of subjectivity and bias. To address possible subjectivity, it is expected from the researcher to put aside all pre-judgements and to gather the data objectively on how persons make sense of a particular situation or experience (McMillan & Schumacher 2010:24). Bogdan and Biken (2007:54) suggest that the researcher must cleanse his/her perceptions mentally and Korstjens and Moser (2017:278) caution that the researcher must be aware and distance him/herself from his/her values which may influence data collection and also evade being directive and judgmental. Researchers should focus

on learning the meaning that participants hold about the problem or issue, and not the meaning that the researcher brings to the situation (Creswell 2014:186). Maree (2016:105) advises that the researcher should “bracket-the-self” out and enter into another person’s perspective and experience to see the world through the eyes of others. Therefore, the inputs of the participants (in this study the subject advisers), mattered the most.

The study is located in the phenomenological world view. Leedy and Ormrod (2015:273) claim that phenomenology refers to the person’s view of the meaning of an event as opposed to the event as it occurs outside the individual. Korstjens and Moser (2017:277) assert that phenomenology explores how people make sense of their world to provide insightful explanations of their subjective experience. Maree (2016:77) states that phenomenological studies seek to determine what an experience means for the people involved in the experience and who are able to provide a comprehensive account of it. Korstjens and Moser (2017) concur with Maree (2016:77) in that phenomenology describes the meaning for several people of their lived experiences of a concept or a phenomenon. As the phenomenological world view links the event with the individual, it fits this study as subject advisers are the people providing the support of teaching and learning in the classroom and therefore will have a better description of their experiences on such a phenomenon.

Because individuals seek the understanding of the world in which they live and work, this study is located in the interpretive paradigm (Creswell & Poth 2018:24). Maree (2016:52) defines a paradigm as a set of assumptions about fundamental aspects of reality which give rise to a specific world view. The interpretive paradigm will enable the researcher to understand how particular human beings at a certain location and time give meaning to their world (Serhun 2013:351). Bertram and Christianse (2014:26) state that interpretivism does not predict what people will do but rather describes and understands how people sense their world and how they make meaning of their particular action. Similarly, Du Plooy-Cilliers et al (2014:28) state that interpretivists want to see the world through the eyes of people they are studying. In this instance it is the subject advisers who were given the opportunity to give meaning to their lived world.

3.2.1 Sampling and site selection

3.2.1.1 Sampling

Bertram and Christianse (2014:60) declare that researchers make specific choices about which people, groups or objects to include in a sample. In addition, Creswell and Poth (2018:157) suggest three principles when selecting a study sample, namely, choice on who to select as participants for the study; particular type of sampling technique and the size of the sample to be selected. Leedy and Ormrod (2015:279) and Maree (2016:85) argue that the selection of the sample should be directed by the research questions, yet Creswell and Poth (2018:157) indicate that it is crucial that participants have experience in the phenomenon under investigation.

Consequently, the researcher used purposive sampling in this study because this sampling strategy enabled the researcher to select people (subject advisers) who can best inform the researcher about the research problem under examination (their perceived roles in supporting teaching and learning in the classroom) (Creswell & Poth 2018:148). Du Plooy-Cilliers et al (2014:142) claim that purposive sampling identifies people with certain characteristics related to the answers that will address the research questions. Therefore, in this investigation the researcher selected subject advisers who are experienced and knowledgeable in the support of teaching and learning in the classroom. This helped the researcher to have access to people who are information-rich in subject advisory work. Accordingly, Creswell (2014:189) indicates that in purposive selection of the sample, the researcher has access to participants, sites and documents that best help the investigator comprehend the problem and research questions. Researchers suggest varying sample sizes in qualitative research. Bertram and Christianse (2014:63) assert that there are no fixed or standard guidelines on the sample size in qualitative research. On the one hand, McMillan and Schumacher (2010:328) indicate that the rationale for the size of the sample is related to the purpose, the research problem, the major collection strategy and the availability of the information-rich cases. This implies that the sample size chosen by the researcher in this study was suitable as long as it answered the research questions, was linked to the applicable data collection strategy such as purposive sampling and helped to access subject advisers who are knowledgeable and experienced in supporting teaching and learning. On the other hand, Maree (2016:84) argues that “sample size

depends on what you want to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with available time and resources.” Maree (2016) agrees with McMillan and Schumacher (2010) in terms of the purpose and the problems to be explored as well as the research questions the study aims to address. However, McMillan and Schumacher (2010) do not consider time and resources as factors that should influence the selection of the sample. Therefore, the researcher endeavoured to spend time with a reasonable number of information-rich subject advisers. Bertaux (1981) as cited in Maree (2016:84), suggests that the smallest sample size in qualitative research should be 15, whereas Dukes (1984) as cited in Creswell and Poth (2018:159) proposes a sample size of three to ten participants. Morse (1994:225) as cited in Maree (2016:84) recommends six participants for phenomenological studies, but McMillan and Schumacher (2010:328) claim that qualitative sample sizes can vary from one to forty. Researchers are engaged in the debate on the implications resulting from the smallness and largeness of the sample size. Korstjens and Moser (2017:276) argue that a small sample size ensures that data is properly analysed and Bertram and Christianse (2014:83) are of the opinion that a small sample size can produce in-depth data. Due to the nature of qualitative research, Korstjens and Moser (2017:275) emphasise that sample sizes are smaller because the aim is not to generalise the results for the general population. Accordingly, Romney, Weller & Batchelder (1986:326) as cited in Maree (2016:84), indicate that a small sample is quite sufficient and would provide complete and accurate information in a particular context as long as the participants possess a certain amount of expertise about the field of inquiry. The majority of researchers defend the relevance of a smaller sample size for qualitative research. The researcher infers that it is the amount and quality of the data collected as well as the degree of analysis and not necessarily the size of the sample that matters most. However, Bertram and Christianse (2014:63) suggest that researchers should consider whether the sample is large enough to provide data for the study or small enough to be manageable. Maree (2016:84) argues that if sample sizes are too large then it will be difficult to extract thick rich data. On the other hand, the author argues, too small sample sizes will make it difficult to achieve data saturation or theoretical saturation. Creswell (2014:189) states that another approach in determining sample size is the idea of saturation where the researcher stops collecting data only when categories are saturated. However, the literature does not articulate what the concepts ‘smaller’ and ‘larger’ sample size entails. The sample in this study consisted of

knowledgeable and experienced subject advisers who provided adequate and useful data. Therefore, the researcher tried to strike a balance between the minimum and maximum sample size and considered the principle of 'not too small' and 'not too large'. Consequently, ten subject advisers were selected to participate and give their perceptions on their roles in supporting teaching and learning in the classroom.

3.2.1.2 Site selection

McMillan and Schumacher (2010:326) indicate that a site is carefully chosen to locate people who are involved in a particular phenomenon. These authors indicate that the site selected should be the one in which these viewpoints on the phenomenon are likely present and can be explored. Creswell and Poth (2018:158) concur with McMillan and Schumacher (2010) and suggest that the researcher should select sites for the study that can purposefully enlighten an understanding of the research problem and central phenomena in the research study. Therefore, in this study, the researcher selected three of the fourteen Regional Offices of Education, Arts and Culture in Namibia, namely, Region A, Region B and Region C as sites that could help the researcher with access to information on the roles of subject advisers in supporting teaching and learning. These regions have experienced subject advisers. Furthermore, these regions form part of the natural setting where the participants are stationed and operate. To add, support programmes for teachers as designed, defined and executed by subject advisers are hosted at regional offices. Important meetings and feedback about the support provided in teaching and learning are recorded and filed at the regional offices, including documents that help to validate the interview responses. In addition, the regional offices facilitate access to the participants (the subject advisers), and the rich information they possess including relevant documents.

3.3 METHODOLOGY

3.3.1 Data collection methods

Creswell and Poth (2018:148) claim that data collection is prepared through a series of interrelated activities aimed at gathering valuable information to answer emerging questions. McMillan and Schumacher (2010:322) state that researchers gather the data directly from the participants by spending a significant amount of time in direct

interaction/communication with the settings, participants and documents they are studying/reviewing. In this study, the data was collected through semi-structured interviews and document analysis.

3.3.1.1 One-on-one semi-structured interviews

Creswell and Poth (2018:43) indicate that qualitative researchers collect data themselves through interviews. Creswell (2014:187) suggests that researchers should be engaged in constant and intensive experience with participants. Bertram and Christianse (2014:83) agree with Creswell (2014) as they state that the advantage of interviews is that the researcher is present with participants during the interview. The authors suggest that the researcher should clarify questions and give the respondents the opportunity to talk to the interviewers directly rather than engaging the participants in writing long responses. In this study, the researcher spent considerable time with subject advisers at the regional offices to collect data. Hancock et al (2009:13) propose the use of prompts to motivate the interviewee to reconsider the question if he/she experiences difficulty in responding to the question. Semi-structured interviews allow the researcher to probe the responses provided by the participants and observe first-hand the non-verbal behaviour of the participants, the tone of voice and body language including the facial expressions (McMillan & Schumacher 2010:355).

MacMillan and Schumacher (2010:206) further explain that semi-structured questions are open-ended questions, fairly specific in intent yet allow for individual replies. Leedy and Ormrod (2015:282) agree with McMillan and Schumacher (2010) as they suggest that in semi-structured interviews the researcher recognises broad interview questions and potential follow-up questions beforehand. One-on-one semi-structured interviews were suitable for this study because the researcher had the opportunity to tap more information from the participating subject advisers through probing follow-up questions. Maree (2016:93) argues that the answers of the participants help the researcher to develop lines of inquiry related to the phenomenon studied and probe these. The researcher can use the answers of the respondents to plan further probes for more information.

Interview protocol

Creswell and Poth (2018:166) suggest that the interviewer should follow good interview procedures, stay within the boundary or scope of his/her research study, use protocol guide questions and complete the interview in the specified time. Therefore, in this study the interviewer followed procedures and rules and remained focused on the research problem and research questions. The researcher considered procedures for selecting the interview location (place) and meeting the participants at the start of the interview. Further the interviewer needed to listen carefully to responses from the participants and manage any interruptions that may occur.

Brikci and Green (2007:14) propose that researchers need to select the interview location with care so that interviewees will feel more comfortable and relaxed and consequently provide frank answers. Hancock et al (2009:17) concur as they suggest that the researcher should choose a quiet and comfortable place for the interview. The researcher made use of the rooms arranged by subject advisers as venues for the interviews. The participants were more at ease, relaxed and confident in the allocated room. In Region A and Region B the participants through their supervisor, the Chief Education Officer (CEO) or senior subject adviser, cleared some rooms that were not used and equipped them with chairs and desks for the purpose of the interviews. In Region C the interviews took place in a room that is no longer used, but served as the office of the CEO in the past. The rooms were quiet, spacious and comfortable and both the researcher and the participants were relaxed. The researcher avoided offices perceived to be propitious such as boardrooms because such venues may be associated with authority and intimidation. The researcher acted as a motivator and counsellor to boost the confidence of the participants and encouraged them to relax. Once their permission to record the interview was gained, participants were requested to disregard the audio-recorder.

Brikci and Green (2007:14) warn the researcher not to interrupt participants' train of thought, but should rather allow silence for them to think about the answer. There could be occasions when the interviewer and interviewee would have to manage some form of interruption during the interview, but participants should be encouraged to ignore unforeseen interruptions and to resume the interview as soon as possible.

All responses must be handled with sensitivity and care. McMillan and Schumacher (2010:346); Creswell and Poth (2018:166) and Maree (2016:93) propose that the researcher should acquire skills in listening, prompting when appropriate and encourage participants to reflect, expand and elaborate on their knowledge of the experience. Creswell and Poth (2018:166) advise that the interviewer must be respectful and be a good listener rather than a speaker. Brikci and Green (2007:14) caution the researcher not to lead the interviewees to particular answers. By implication, the researcher should not attempt to influence the answers of the respondents to drive the participants to adopt a researcher's perception on the phenomenon. Under no circumstances may a researcher enforce his/her own opinion on participants (Brikci & Green 2007:14) but he/she should acknowledge the interviewees' contributions and reaffirm that their perceptions and feelings about the phenomenon are valued. Leading the responses of participants to a particular question implies that the researcher disagrees with the respondent without saying it. The study may then lose its credibility because rich information is not provided by the participant who is involved in the phenomenon. Brikci and Green (2007:14) therefore caution the researcher not to show that he/she disagrees with the interviewees during the interview.

The interview process must be flexible and provide opportunity for a two-way communication between the interviewees and the researcher. Brikci and Green (2007:14) are proponents of a reciprocal approach as they suggest the researcher should allow questions from interviewees. In this study, the researcher accommodated questions during the interviews especially when the interviewees required clarity. When one considers the views of the participants, they are more at ease, and more willing to participate and cooperate during the process.

Asking oral questions and recording voices of the participants alone may not be helpful to the researcher. Leedy and Ormrod (2015:277) suggest that the researcher should write notes about the initial interpretation of what he/she sees or hears while collecting data. Creswell and Poth (2018:169) concur as they explain that the interview protocol enables a person to take notes during the interview about the responses of the interviewees. The notes taken during the interview help the researcher to reflect on the need for follow-up questions and data analysis.

The literature is not specific about the duration or length of interviews. However, McMillan and Schumacher (2010:355) suggest that interviews should last almost forty minutes. The argument of Maree (2016) as explained earlier regarding the criteria to determine sample size can also apply to the duration of the interview as he indicates that it “depends on what the researcher wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with available time and resources.” Therefore, the duration of the interviews may not always be the same, even for the same study using similar interview questions with the participants. The duration of the interviews is determined by length of questions, and the nature and rate of responses of the interviewees. Therefore, considering the amount and scope of the interview questions, the researcher spent an average of 49.5 minutes to interview each participant. The duration of the interviews ranged from 30 to 68 minutes.

3.3.1.2 Document analysis

Different researchers have different views on the type and purpose of documents to be analysed. Mbanjwa (2014:40) argues that documents are used to confirm the reliability of evidence acquired through interviews and Maree (2016:90) asserts that documents help to corroborate the evidence from other sources. McMillan and Schumacher (2010:360) differentiate between two types of documents, namely: personal documents and official documents. The literature does not clearly distinguish, clarify or illustrate what is meant by official and personal documents but instead explains their benefits. Official documents provide the official perspective to the researcher, suggest patterns, raise questions and corroborate qualitative findings (McMillan & Schumacher 2010:361). Maree (2016:89) explains that personal documents are part of the natural setting and can communicate the behaviours of individuals and their viewpoints. Researchers should consider both secondary and primary documents; both official and unofficial documents; the publication date (as the phenomenon may have changed in recent years); both opinion or researched; determine the purpose or intent of documents; consider context of production and what the main points or arguments are and how they relate to the study. The researcher infers that all documents that explain the roles of subject advisers in supporting teaching and learning should therefore be analysed because these may contribute to the understanding of the roles of subject advisers. Every detail of information

contributes to a better understanding of the behaviour (McMillan & Schumacher 2010:322). Documents to be analysed in qualitative research include reports (Hancock et al 2009:19; Creswell 2014:190; Maree 2016:88) and the minutes of meetings (McMillan & Schumacher 2010:361; Creswell 2014:190; Maree 2016:88). Furthermore, Maree (2016:88) identifies letters, e-mail messages and faxes. The researcher in this study analysed and reviewed school visit reports, submissions, minutes of meetings and workshop reports to establish whether there is any evidence or corroboration of the responses provided by the participants during the interviews. In addition, any corroboration could make the findings from the interviews more credible. School visit reports helped the researcher to analyse the activities performed by subject advisers to support the teachers, illustrating areas of support, the strategies used to provide support, challenges encountered during school visits, influence of the support and the recommendations to teachers to implement the advice and guidance. Workshop reports helped the researcher to analyse the purpose of the workshops, strategies followed to train teachers, people that support subject advisers to train teachers, areas of training and challenges experienced. Minutes of subject advisory meetings helped the researcher to analyse the decisions taken on how teachers' needs for support are determined, areas of support and strategies used to provide support.

Although not evident in the literature, the researcher analysed submissions prepared by subject advisers requesting permission from the Education Department to visit schools in Namibia. Submissions included the objectives of school visits with the purpose of understanding the roles of subject advisers and how they perform their functions.

Document analysis schedule

Documents are acquired from the participants via the Directors of Education, Arts and Culture from the three regions, A, B and C. An average of three documents of each type, namely workshop reports, submissions, school visit reports and minutes of subject advisory meetings were requested and obtained from each Regional Office. The documents review schedules appear in the appendix (Appendix F).

3.4 DATA COLLECTION INSTRUMENTS

3.4.1 Interview schedule

Brikci and Green (2007:12) claim that the interview guide or interview schedule is used in semi-structured interviews and includes a list of key questions the researcher wants to cover and encourages prompts on specific issues raised by the interviewee during the interview. Therefore, in this study the researcher prepared questions to be used as an interview guide to focus on the scope, depth and sequence of questions. (See the interview schedule - Appendix E). The research questions were converted into interview questions. The interview guide was flexible, specific and personalised and included opportunities to probe the comments made by the interviewees.

3.4.2 Audio recordings and note-taking

The data should be recorded and organised before the analysis. Creswell (2014:194) reminds that the interview protocol expects that the researcher asks questions and records answers during qualitative research. The researcher would obtain prior permission from the interviewees to record the discussion and provide reasons for doing so (Brikci & Green 2007:22; Maree 2016:94). This would ensure that the participants were not surprised during the interview and would respond to questions with confidence. Recordings help the researcher to check whether their views are recorded correctly, which increases the reliability and credibility of the study (Brikci & Green 2007:22; McMillan & Schumacher 2010:360) and the generation of written records for data analysis (Maree 2016:94).

If the researcher takes detailed notes without an audio recording, the interview process may be too lengthy and time consuming and the researcher may lose focus, including eye contact. Maree (2016:94) indicates that recordings help the researcher to be attentive and to pace the interview. Furthermore, Maree (2016:94) asserts that the recordings are helpful as they give the researcher the opportunity to take notes for the review of answers to ask additional questions at the end of the interview. The researcher used a digital voice/audio recorder and notebook during the interviews.

3.4.3 Pilot study/Pre-test

Creswell and Poth (2018:149) state that there is a need to pilot schedules of data collection such as interview schedules. Brikci and Green (2007:13) suggest that questions should be piloted with people similar to the participants to ascertain whether they make sense and whether the interviewees would respond to questions as comfortably as is expected. In this study, the researcher approached two subject advisers who could not be part of the actual study to test the instruments, especially the interview questions, in terms of their correctness, quality, suitability of items, accuracy, length of the interview per individual participant, clarity of the questions and how the respondents would react to questions. Baffour-Awuah (2011:71) agrees that piloting allows for the determination of suitability of items. The researcher in this study reviewed the questions, because shortcomings were detected during the pilot study as in some cases the pilot respondents provided answers that were not related to the question. The researcher realised that some questions were not phrased correctly or were ambiguous. Finally, the researcher decided to retain, adjust, re-formulate and refine the questions where necessary.

3.5 DATA ANALYSIS

Lacey and Luff (2009:6) describe data analysis as the process whereby a mass of words generated by interviews is described and analysed. The researcher used inductive reasoning to analyse the data from specific instances or occurrences to general or broad conclusions (Leedy & Ormrod 2015:37; Bertram & Christianse 2014:117). The researcher transcribed the audio recordings verbatim (Hancock et al 2009:26). Verbatim quotes from the verbal language of the participants would serve as evidence of what transpired during the interviews with subject advisers. Transcribed notes allowed the researcher to identify patterns (Bertram & Christianse 2014:116). Maree (2016:94) cautions that the process of transcription should not be delayed, but should be done while the information is still fresh.

Bertram and Christianse (2014:116) suggest that the data reduction process involves organising the data to make it easier for the researcher to draw conclusions. Creswell and Poth (2018:183) state that data analysis in qualitative research consists of preparing and organising the text data for analysis; the reduction of the data into

themes through a process of coding; condensing the codes, and finally the representation of the findings in the discussion. The researcher in this study grouped or organised codes to form categories according to their similarities and differences. Finally, the overall description of the meaning or themes emerging from the codes and categories were constructed.

3.6 VALIDITY AND TRUSTWORTHINESS

McMillan and Schumacher (2010:330) describe validity in qualitative designs as the degree to which interpretations have common meanings between the participants and the researcher. Creswell (2014:201) defines validity as the means used by the researcher to check the accuracy of findings using certain procedures. In this study, the researcher used triangulation to check the validity of the research study. Lacey and Luff (2009:27) define triangulation as the means of gathering and analysing data from more than one source to gain more perspective on the situation being investigated. Creswell (2014:185) indicates that researchers use multiple sources of data such as interviews, observations and documents rather than relying on a single source. Leedy and Ormrod (2015:278) and Maree (2016:122) describe triangulation as the collection of multiple forms of data related to research questions for validation and testing the reliability of the study. Lacey and Luff (2009:27) assert that the review of service records in addition to semi-structured interviews is the way of gaining different insight into the same situation. Therefore, this researcher used document analysis and transcriptions from interviews for triangulation purposes.

3.7 CONSIDERATION OF ETHICAL ISSUES

Research ethics concentrate on what is morally proper and improper when engaged with participants or when accessing archival data (McMillan & Schumacher 2010:117). Bertram and Christianse (2014:65) claim that ethics have to do with behaviour in research that is considered right or wrong. Du Plooy-Cilliers et al (2014:263) explain that ethics have to do with your moral or professional code of conduct and sets standard for the attitudes and behaviour of the researcher.

Durrheim and Wassenaar (2002) as cited in Shoji (2014:42) identify the following ethical principles: “autonomy (free participation and right to withdrawal), non-

maleficence (do no harm) and beneficence (be of benefit).” However, Brikci and Green (2007:5) give a more detailed version of ethical issues as they identify ethical issues as “autonomy, respecting rights of individuals; beneficence, doing good; non-maleficence, not doing harm; justice or equity; preparation of participants for uncomfortable questions; no consequences; consent, everyone that participates should consent freely to take part; confidentiality and protection of the identity of the person from whom information is gathered.” Though slightly different, the descriptions of the elements of ethical issues imply similarly that the participants should not be disadvantaged; their rights should be respected and protected and they should benefit from the study.

The researcher considered factors or problems that enhance consideration of ethical issues such as anxiety, self-esteem and dignity. McMillan and Schumacher (2010:117) indicate that the costs of educational research may comprise injury and psychological difficulties such as anxiety, shame, loss of self-esteem and human dignity. Furthermore, the authors claim that the research study may involve legal infringement on human rights and compromise confidentiality as the respondents interact with the interviewer face-to-face. Bertram and Christianse (2014:66) concur with Durrheim and Wassenaar (2002) and Brikci and Green (2007:5) as they warn that the research study should not cause physical, emotional and social harm to participants. It is vital for researchers to ensure that studies do not place the participants at risk (Creswell & Poth 2018:54). Different researchers attempt to point out what the qualitative researcher should guard against and avoid when dealing with ethical issues. Some researchers do not prescribe possible remedies to improve acceptable morals in qualitative research but rather explain what should be avoided. Therefore, it is left to the individual researcher to choose strategies in which the rights of the participants are respected and protected. Therefore, this study avoided uncomfortable situations that may have placed the participants at risk and encouraged them to participate and add value to the credibility of the study. If the researcher does not adhere to moral principles during the study, then his conduct may have negative implications for the findings in general and the dignity of participants in particular.

McMillan and Schumacher (2010:338) suggest that researchers should develop roles that ensure cooperation, trust, openness and acceptance. The researcher should be open and honest with participants about the entire study (McMillan & Schumacher

2010:117). Honesty will encourage the participants to trust the researcher and as a result be convinced to participate voluntarily. Qualitative research demands that the researcher should be involved in discussions and negotiations with the participants to resolve ethical dilemmas in field work (McMillan & Schumacher 2010:338). The researcher in this study was frank and open with participants and conveyed any requests, rules, commitments or undertakings and promises in writing.

To provide evidence that participants are respected and not placed at risk, the researcher followed the following procedure: Before collecting the data from the participants the researcher first applied to get ethical clearance from the University of South Africa's College of Education Research Ethics Committee (REC). Creswell and Poth (2018:54) agree with obtaining ethical clearance from any institution under whose auspices the research is carried out. Secondly, the researcher located the sites and participants, and then applied in writing to gain permission from three Regional Offices of Education, Arts and Culture, namely, the Regional Directors of Region A, Region B and Region C, to have access to the sites, including the participants and documents, to conduct the study (Appendix A - letters to Directorates). The same letter introduced the researcher, the course he is pursuing, the research study, the purpose of the study, the participants (subject advisers), how education authorities and the participants may benefit from the study and how the education region, participants, documents and the results will be protected through the application of confidentiality and anonymity. Thirdly, the researcher used the first meeting with the directors and the potential participants as the opportunity to introduce him and the study, locate suitable venues for the interviews and put the participants at ease. Creswell and Poth (2018:56) suggest that the researcher should make initial contact with the sites, heads of institutions and the participants at the beginning of the study to explain the nature and purpose of the interviews. Fourthly, the researcher requested the targeted participants in writing to partake in the interview (Appendix C - letter to subject advisers to request participation). Bertram and Christianse (2014:66) propose that the researcher respect the autonomy of all the people who participate in the research study. Further, Creswell and Poth (2018:54) recommend that the researcher provide evidence of measures for respecting privacy of participants and ensure that the consent process is communicated in writing including the rights of participants to withdraw. Bertram and Christianse (2014:66) assert that consent implies that the participants agree to take part in the study after the researcher explained what the study expects of them so they

can make informed choices to participate voluntarily. The authors suggest that the researcher should disclose the purpose of the study to the participants on the consent form. In addition, the researcher must explain to the participants and in the letter to request consent that their partaking is voluntary, will not cause any harm to them and that they can withdraw any time during the process without victimization (McMillan & Schumacher 2010:118).

Fifthly, as advised by McMillan and Schumacher (2010:119), the researcher requested the participants politely to confirm their consent by signing a form designed for that purpose containing the following: purpose of the study, description of the procedures and the length of time needed, description of any risks or anxieties they may face and the description of the benefit from the study. The researcher also revealed in the consent form how the potential risks would be taken care of. The researcher informed the participants that they will remain anonymous and that the recordings and transcripts will be stored under lockable conditions and be kept for at least five years. Bertram and Christianse (2014:67) suggest that the researcher must indicate to the participant before the study that the research study will benefit the participant directly or the broader society indirectly. In this study the researcher indicated to the participating subject advisers that the study results will benefit their practice in particular and the Ministry of Education, Arts and Culture in general. The commitment is mentioned in the written letter that was used in requesting subject advisers to participate in the study. The researcher informed the participants that the results from the research study will be shared with them and stakeholders such as the Department of Education (Bertram & Christianse 2014:67; Creswell & Poth 2018:57). The researcher also attached questions on the consent form to enable the participants to familiarise themselves with the content and become relaxed and confident to participate voluntarily in the interviews. The researcher protected the participants by ensuring confidentiality and anonymity and assured the participants that the information they gave during the interview would not be revealed by association.

Finally, the researcher enhanced confidentiality to protect the participants from other people in the setting and the public who may read this research report. McMillan and Schumacher (2010:339) indicate that the settings and participants should not be recognisable in print. Accordingly, Creswell and Poth (2018:182) suggest that ethical issues require that researchers mask participants' names as soon as possible to avoid

inclusion of identifiable information in the analysis files to protect participants from harm and disclosure of comprehensive findings. Korstjens and Moser (2017:279) propose that anonymity can be ensured by code numbering the recordings and transcripts and removing any identifying information from the transcripts. Accordingly, the researcher protected the anonymity of the participants by assigning numbers or aliases to individuals (Creswell & Poth 2018:151). In this study, the researcher used code names such as RCSA1 (Subject Adviser One for Region C), RBSA9, etc. The documents were code-named as follows: MME1 (Minutes of Meetings One), SVREP1 (School Visit Reports One), WSREP1 (Workshop Reports One) and SUBM1 (Submission One). The regions where the studies were conducted were code-named Region A, Region B and Region C.

3.8 DELIMITATION OF THE STUDY

The study solely focused on the roles of subject advisers as teaching and learning supporters and not necessarily as instructional supervisors or educational leaders. The study only involved subject advisers based at the Regional Offices of Education, Arts and Culture in Namibia.

3.9 CHAPTER SUMMARY

In this chapter, the research design, methods and instruments for the data collection were described. The chapter explained the sampling method and data analysis and elaborated on ethical issues. Brief reference was made to the enhancement of validity and trustworthiness. In the next chapter the researcher will present the findings from the semi-structured interviews and document analysis and the discussion of the findings.

CHAPTER FOUR

FINDINGS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

In the previous chapter, the research design and methodology used in this study to collect the data was presented. The purpose of the study was to explore the perceptions of selected Namibian subject advisers about their role in supporting teaching and learning. Chapter four presents and analyses the findings based on themes and sub-themes generated through face-to-face semi-structured interviews, analysis of documents and the literature review. To corroborate the interview responses, the researcher reviewed key operational documents not older than five years. The documents analysed considered items that served as evidence on what subject advisers do to support teaching and learning, namely, subject reports produced after school visits; workshop reports reflecting on teachers' in-service training; submissions to Chief Regional Officers seeking permission and explaining the objectives for intended school visits as well as minutes of meetings of Subject Advisory Services.

All the research participants were asked the same questions to enhance trustworthiness of the findings. The interview responses from the participants were transcribed and verbatim quotes have been included to strengthen and justify the claims made and to keep track of participants' own voices. The presentation of data and the discussion of findings are guided by the study's main objectives. For the purpose of reminding the reader, the main aims and objectives in this study include: explore and determine the perceptions of subject advisers regarding their roles in supporting teaching and learning; describe the character traits, knowledge (pedagogical and content) and skills (administrative and interpersonal) that subject advisers need to support teaching and learning effectively. Further, the research study aimed to determine and describe possible challenges subject advisers face while providing a supportive advisory function. Finally, the study explored and described the extent to which subject advisers are adequately trained and supported to execute their roles and responsibilities and, if inadequate, what support they need to be effective in their role as subject advisers in Namibian schools. The researcher requested the participants to provide biographical details relevant to the study. Participants with

experience in Advisory Services ranging from three to twelve years were involved. Except for one participant, all the other interviewees have over five years' experience in Advisory Services. The researcher believes that such experience is adequate and serves as evidence that the participants are information-rich and possess vast knowledge of the roles of subject advisers in supporting teaching and learning. It is also clear that the team of subject advisers selected represents a wide scope of the fields of study, subjects and school phases in their respective regions. Some subject advisers are appointed to support teachers teaching the junior primary phase (Grades 1-3, or whole-class teaching) while others are deployed to take care of teachers responsible for subject teaching from Grades 4 to 12 (senior primary and secondary phases). The interviews were conducted with ten subject advisers, four males and six females, who work in three selected regional offices of Education, Arts and Culture in Namibia. The aim of accessing the three regions was to ensure that the number of selected subject advisers would be adequate and that diverse views and inputs were acquired from participants in different regions. Table 4.1 features the biographical information of the participants. The table also includes participants' experience in Subject Advisory Services, qualifications, field of study or subject areas to support, the workload as well as the date and duration of the interviews. Pseudonyms are used to ensure that participants remain anonymous as part of ethical requirements. In the table, the participants are arranged in chronological order based on the date and time they were interviewed.

Key to the table:

R = Region; Regions = A, B, C

Participants = 1-10; Gender F= female; M = male

SA = Subject Adviser

Gr. = Grade. Thus, RCSA3 represents the Subject Adviser from Region C, third out of the ten subject advisers interviewed.

Table 4.1: Profile of participants

Region code	Participant code	Gender	Years of experience in Advisory	Qualifications	Field of study and phase appointed for	Number of schools served	Date interviewed	Duration Hours: Minutes: seconds
RC	RCSA3	F	7	BETD, BEd Hons	Languages Gr. 4-12	65	9/8/2018	00:45:05 (45 minutes)
RC	RCSA2	M	10	M. Ed	Social Sciences Gr. 4-12	65	9/8/2018	01:00:33 (60 minutes)
RC	RCSA1	M	5	B. Ed Hons	Technical Field Gr. 5-12	15	10/8/2018	01:01:11 (61 minutes)
RA	RASA4	M	3	HED IV	Social Sciences Gr. 4-12	57	13/8/2018	00:37:41 (37 minutes)
RA	RASA5	F	12	HED IV	Junior Primary Gr. 1-3	44	13/8/2018	00:30:45 (30 minutes)
RA	RASA6	F	7	B Ed Hons	Commerce Gr. 8-12	18	13/8/2018	00:41:26 (41 minutes)
RB	RBSA7	M	8	M Ed	Languages Gr. 4-12	93	15/8/2018	01:03:00 (63 minutes)
RB	RBSA9	F	8	B. Ed in Foundation Phase	Junior Primary Gr. 1-3	72	16/8/2018	01:08:32 (68 minutes)
RB	RBSA8	F	16	M Ed in Management	Languages (English) Gr.4-12	93	16/8/2018	00:40:38 (40 minutes)
RB	RBSA10	F	12	HED, Teachers Diploma in Commerce	Commerce Gr. 8-12	32	16/8/2018	00:47:12 (47 minutes)

4.2 FINDINGS

4.2.1 Subject advisers' understanding of instructional support

The findings suggest that subject advisers hold diverse views on the meaning of the concept, 'instructional support'. The understanding of the concept 'instructional support' and modes of 'instructional support' is influenced by the different needs, experience, learning styles and level of professional development of various teachers (#2.5.5.1.a). The collected data revealed that subject advisers associated instructional support with 'monitoring' and 'support' as asserted by three respondents.

Participant RBSA7 replied, *"This is when the process of teacher instruction, teaching and learning learners, is monitored by the SEO (Senior Education Officer – [Official title for a subject adviser in Namibia]) to ensure that the instruction is on standard, and is supported to benefit the learners"*. Participant RBSA9 viewed instructional support as follows: *"It is a productive and purposeful observation and monitoring by the SEO with the purpose to motivate, to guide, to encourage and to assist teachers."*

This opinion seems to suggest that monitoring is a strategy used to support the teacher or, put differently, monitoring leads to or informs support.

Alternatively, the views suggest that monitoring and support go hand in hand; cannot be separated and one cannot do without the other (#2.3). Accordingly, the international literature explains that "education district officials are expected to visit all schools in the district at least once per term with more frequent visits to schools requiring stronger support for monitoring and guidance and assist schools to improve their performance and work towards the agreed targets" (#2.5.3.1- #2.5.3.8). In the Namibian context, the Submission, SUBM3, dated 7 March 2013 indicated, "With this in mind, the Advisory Services saw it as appropriate to conduct such monitoring exercises to all schools in the region to assist teachers where needed."

Seven participants provided definitions that leaned more towards support of teaching and learning than mere monitoring. Participant RCSA1 went on to say,

“It is the support rendered by the SEO to teachers so that teaching and learning is effective when there are shortcomings.” This is confirmed by participant RASA6 as he said, *“Any support that assists the teacher to improve the teaching process including the methodology they use to convey the subject content to learners such as peer teaching for example, in practical and case studies.”*

Participants’ perception of instructional support that placed more emphasis on support and guidance with little or no monitoring is in line with the international literature which states that instructional support involves provision of “assistance to teachers in planning learning activities and improving teaching methods” (#2.3). This is consistent with school visit report, SVRE6, dated 4 July 2016 that states, “To support and guide teachers in creating and managing learning friendly classrooms.” The preceding discussion implies that support and guidance can be separated from monitoring and control. Finally, the words ‘monitoring’, ‘assist’, ‘guide’, ‘equip’, ‘motivate’, ‘observe’ and ‘support’ summarized how subject advisers interpret the concept ‘instructional support’. Education authorities should describe the roles and functions of subject advisers in relation to instructional support. Such description should clarify how far subject advisers can combine monitoring with the support of teaching and learning or when support should be provided separately or independently from monitoring and control. Policy is required in this regard.

4.2.2 The need for instructional support from subject advisers

4.2.2.1 Teachers’ knowledge and skills

The subject advisers indicated that some teachers are poorly qualified; do not have the courage to develop teaching and learning materials; fall short of lesson presentation skills; are in-experienced and at times their teaching does not result in the achievement of expected learning outcomes. Four participants indicated that some teachers are not adequately qualified and neither are they experienced. Participant RCSA1 reported,

“There are novice teachers coming from universities, colleges, which means they don’t have first-hand experience of the classroom situation” and Participant RASA4

noted, *“I think it’s important because not all the teachers that are in the teaching field are appropriately trained.”*

This is further substantiated by documents that were reviewed such as Submission, SUBM4 dated 28 June 2013: “Many teachers are novice teachers and never attended any training nor received (sic) proper guidance at their respective schools.”

It appears as though some teachers possess good qualifications and a reasonable teaching experience yet do not always produce good results, as two participants suggested. Participant RASA6 remarked,

“There are teachers with 30 to 35 years’ experience but their results speak something different” and Participant RCSA2 claimed, *“You may find that an unqualified teacher is performing much better than a person that has been trained.”*

Implied in these views is an assumption that support needs are not limited to unqualified and novice teachers alone and experienced teachers need to be trained too.

The data confirmed that teachers struggle with lesson presentation as expressed by six participants. Participant RCSA2 complained, *“Teachers may not present lessons according to specific objectives expected.”* This is consistent with the view of the international literature when it claims that most teachers in Nigeria lack new methods in teaching particular subjects (#2.4.1). Limitations of teachers are also noted in the documents reviewed, such as the school visit report, SVRE2, dated 11/04/2018, that mentions, “Some teachers fail consistently to complete daily lesson preparations; no year plans were observed in some subjects.”

One participant observed that some teachers are not creative and expect to be provided with teaching and learning materials. Participant RBSA9 blamed some teachers for not trying to develop their own materials, *“And teachers, if they can’t get these posters at schools they sit back. But coming to our formal training, they mostly want posters. They forgot about cutting boxes.”* Teachers’ lack of improvisation may lead to substandard teaching and consequently learners may not perform well, unless

subject advisers provide guidance. The capacity of teachers in material development is not addressed by the literature nor in the analysed documents.

4.2.2.2 Inadequacies of school managers

It emerged from the findings that school managers who are supposed to support teachers at school level may have deficiencies too. Two participants doubted the abilities and readiness of some HODs (Heads of Department) as far as the support of teaching and learning is concerned and attribute their incompetence to a lack of training and incorrect recruitment. Participant RCSA2 reiterated, *“Advisory Services may not be important if HODs are properly trained, and they are properly selected before appointment in order to assist the teachers at the school, but it is not the case.”*

The views are not unique to the Namibian context as the international literature claims that in South Africa HODs cannot teach effectively and lack pedagogy and content knowledge (#2.4.1).. Implied by the above assertion is that HODs are not competent enough and may struggle to support teachers effectively. The documents reviewed did not elaborate on the capacity of school managers as far as the support of teaching is concerned. However, the documents described the reluctance of school managers to perform their duties as expected. The minutes of Advisory Services meeting, MMET5, dated 14/9/2017, revealed, “Mr X [Real name concealed] suggested that a strong-worded letter be written to schools because the HODs and the principals should be held accountable because no verification of CASS (Continuous Assessment) marks are done.” This would therefore mean that people with knowledge and skills, such as subject advisers, should provide teachers and school managers with guidance regarding teaching and learning administration.

4.2.3 The purpose of subject advisers’ support

4.2.3.1 Improve the teaching skills of teachers

The findings suggest that subject advisers visit schools to empower teachers with the knowledge and skills as summed up by the majority (seven) of the participants. Participant RASA4 described,

“To equip the teachers with skills maybe with teaching methods, proper planning of the lesson, approaches applicable to different learners and to see that the teacher do (sic) proper assessment with the learners basically to prepare and teach and assess the learners and see that this is done effectively”, while Participant RCSA2 remarked, “Subject advisers want to show ways in which the teacher can improve teaching and learning, assessment and administration”.

This is consistent with the beliefs of the researchers in Ethiopia and Nigeria who state that the support by subject advisers will help teachers improve teaching methods (#2.5.1; #2.5.3.4). In the Namibian context, the literature concurs as it claims that subject advisory guidance helps teachers to improve teaching strategies (#2.5.3.4). This is confirmed in the documents reviewed, namely, school visit report, SVRE4, dated 26–27 March 2014 as it proposes that attention of subject advisers should focus on “year planning; scheme of work; lesson preparation; lesson presentation, methodologies, learning styles and assessment.”

4.2.3.2 Improve learning outcomes

Apart from empowering teachers with specific skills, the findings submit that advisory support focuses on producing better results and Participant RCSA3 explained, *“I know that me, myself, are (sic) driven by results, quality results.”* Participant RCSA2 shared the same view as she explained, *“So, it’s a way of trying to get qualified teachers as well on track, at least so that the results of the learners are improving.”* This is in line with the literature of countries elsewhere which argues that subject advisory support should lead to learner attainment (#2.5.1). The documents reviewed confirm this view as the submission SUBM1, dated 14/3/2017, notes, “Panel visits conducted in February 2017 highlighted critical areas that need immediate interventions to assist these schools to improve teaching and learning outcomes.” The above view implies that subject advisers must work hard to capacitate teachers to improve their teaching and ultimately learners’ results.

4.2.4 Strategies used by subject advisers to determine teachers' support needs

It was discovered during the interviews that subject advisers get the information on teachers' needs through surveys, observation reports, academic results, learners' books and documents review, as will be subsequently discussed. The majority of the participants explained the usefulness of needs analysis. Participant RASA6 asserted, *"First you gather the needs and you plan for the year like an annual plan and annual calendar of activities."*

From the preceding quote from RASA6 it becomes apparent that ill-informed subject advisers may not support teachers effectively as their support plans and strategies may not be backed by evidence. What subject advisers may perceive as needs may not be what teachers require. Consideration of teachers' needs is in line with a study carried out in the UK. Accordingly, the international literature suggests that a thorough needs-analysis should be conducted before INSET (In-service education and training) is implemented to ensure quality, relevance and value to teachers (#1.6.2; #2.5.2; #2.5.5.1.a).

4.2.4.1 Analysis of documents

Two participants indicated that subject advisers determine teachers' needs by analysing documents related to the work of school managers and teachers. Participant RBSA10 revealed, *"Subject advisers look at subject management, the files and the different documents of the teacher."* RBSA7 remarked, *"Subject advisers are also guided by the reports from school principals as they interact with specific teachers on a daily basis"* and Participant RBSA8 noted, *"The observation reports...okay, teacher X is struggling with that, what did you do?"*

It can be argued that these documents and records will help the subject adviser to gain hard evidence on where the teacher is doing well and where he/she needs assistance. What is also worth noting from the data is that school documents do not focus on the quality of teaching and learning only, but go as far as exploring profiles of teachers in terms of qualifications and experience in relation to their teaching needs. *"The subject adviser will look at the profile of the teacher to determine the background, whether the*

teacher is qualified to teach the subject and the experience of the teacher in the subject” (Participant RASA4). Teachers’ profiles help subject advisers to determine teachers’ level of professional development and to use the information as the basis or foundation on which other skills can be built. The literature studied made no reference to the technique of using document analysis as evidence to inform subject advisers on teachers’ support needs.

4.2.4.2 *Learners’ records*

Based on the revelations of two participants, learners’ records are vital to subject advisers in obtaining information on teachers’ needs and Participant RBSA10 claimed, *“The subject advisers are informed by learners’ books in terms of the activities done after teaching such as tests and worksheets.”* This view is also enumerated by the documents reviewed such as the school visit report, SVRE6, dated 4 July 2016, which read, *“To collect and control children’s exercises and workbooks on the work done for the first term, 2016.”* The literature does not reveal learners’ written exercises as tools used to determine teachers’ support needs.

4.2.4.3 *Analysis of results*

Subject advisers also use learners’ academic results to determine the support needs of teachers. Three participants indicated that subject advisers use Grade 10 and 12 national results and Standardised Achievement Test (SAT) results to identify the schools and teachers that perform poorly, as was strongly outlined by Participant RBSA7: *“Every year we do subject analysis. We check the performance of the different subjects in your region, in your cluster, in your circuit and you will detect that consecutively, this subject is not performing.”* Participant RCSA2 detailed, *“In most cases we look at our Grade 10 results, Grade 12 results, but that is also not reflecting how the primary school is actually doing. So, that is also where we are bringing in the Standardised Achievement Tests (SATs).”*

This is also in line with the School Visit Report SVRE5 dated 11–12 April 2016 that read, *“During the in-week, the Advisory Services analysed the 2015 academic results with reference to Standardised Achievement Tests (SATs), Grade 5–7, Junior Secondary Certificate (JSC) Grade 10.”* This is consistent with the national literature

which links the academic results of learners in national examinations to the availability of teaching support subject advisers provide to teachers (#2.4.2). Analysis that focuses on national examination and test results alone may not give a holistic view of the needs of teachers and may also not facilitate accurate determination of support strategies. Therefore, subject advisers should also focus on analysing the results of the grades internally examined or tested. By so doing, they will equally be able to design appropriate strategies to support the needs of teachers across all grades.

4.2.4.4 *Sending surveys to teachers*

As can be inferred from the responses of four participants, subject advisers request information on support needs directly from teachers. Participant RASA6 explained, *“Subject advisers prepare a survey to allow teachers to indicate what areas ought to be covered during the workshop, e.g. in Accounting, the majority of the teachers may feel that ‘cashbook’ is the issue.”* Participant RCSA3 shared the same view as she stated, *“I compile a form or instrument where they have to indicate whether they need assistance and guidance in those specific areas.”*

This is also in line with the literature in the USA, which suggests that teachers should be involved in the evaluation of their own strengths and shortcomings through self-reflection (#2.5.2.1). However, the documents reviewed do not refer to surveys as a method to determine the support needs of teachers.

4.2.4.5 *Classroom observations*

The findings revealed that subject advisers determine teachers’ support needs first-hand through school visits and observations. Almost all the participants (nine), emphasised the importance of classroom observation. Participant RCSA3 responded, *“With my observations I can also detect the needs of my teachers.”* Participant RASA4 explained, *“The subject adviser visits the teacher to do observation, analyse the situation, look at the challenges the teacher has and sum up the information. Then the subject adviser compiles a plan to support the teacher in line with his/her needs.”*

This view is supported by South African and Nigerian literature, which notes that classroom visits help subject advisers to determine the needs of teachers (#2.5.2.2).

The analysed documents do not reflect on classroom observation as a tool to determine teachers' needs.

4.2.5 The roles of subject advisers in supporting teaching and learning.

4.2.5.1 Curriculum implementation

Researchers in South Africa state that curriculum implementation is the core function of subject advisers (#2.3; #2.5.3.1). Curriculum implementation is broad and includes different components such as the learning content, teaching and learning activities, and assessment as well as teaching and learning resources. These aspects are interlinked, interdependent, sequential and mutually constructive. Therefore, support of teaching and learning should be understood in the context of the bigger picture of curriculum implementation. In other words, the understanding of "curriculum implementation" in general should precede the actual teaching and learning process, use of teaching and learning resources as well as assessment. Readiness to implement the curriculum successfully is realised through training, advice, introduction and control.

According to the majority of participants (eight), the findings indicate that subject advisers train teachers to prepare them for curriculum implementation during curriculum dissemination. Participant RASA6 stated, "*Teachers need to be trained [in curriculum] before they implement*". Participant RCSA2 agreed: "*This actually means that all teachers teaching the subject need to be introduced with the new change or if it is a new curriculum for a specific subject so that they can know exactly what should be taught.*"

This is in line with both the national and the international literature which state that subject advisers provide guidance and support to teachers in curriculum implementation (#2.3; #2.5.3.1). This is also confirmed by the workshop report, WREP1, dated 23-27 July 2018, which noted, "To equip teachers to be confident and knowledgeable about NSSCO (National Senior Secondary Certificate Ordinary Level) Business Studies as well as the new curriculum and implement the new NSSCO curriculum in schools." This is also substantiated by the school visit report, SVRE6

dated 4 July 2016 as it recorded, “To support, advise and control the implementation of the curriculum”.

4.2.5.2 *Teaching and learning*

The collected data revealed that subject advisers support teachers in a variety of aspects related to teaching and learning. Most of the participants (seven), described multiple areas that are part of the process of teaching and learning as Participant RASA4 pointed out, *“Subject advisers cover the interpretation of the syllabus, teaching methods, how to prepare lessons, how to present lessons, how to set assessment and how to mark examination scripts.”* There is evidence in the literature that confirms these views. Some of these areas for teaching support and are in line with what the literature in the USA and Nigeria indicate, namely, lesson preparation, and the use of different methods of teaching and instructional materials (#2.5.3.4). Although the documents reviewed do not focus on the specific areas of teaching and learning process, the Submission SUBM1, dated 14/3/2017 noted, “Panel visits conducted in February 2017 highlighted critical areas that need immediate interventions to assist these schools to improve teaching and learning outcomes.”

4.2.5.3 *Assessment*

Eight participants indicated that subject advisers assist teachers with school-based assessment, as confirmed by Participant RCSA2, *“We assist them on the way to set quality assessment.”* The findings also reveal that subject advisers use workshops and modelling to train teachers in assessment and marking in particular. *“When the whole region struggles with assessment then subject advisers plan for training workshops on assessment and do practical activities step by step. Practical exercises on assessment include marking scripts using a marking grid”* (Participant RCSA3).

Support provided by subject advisers is not limited to school-based assessment as the data collected revealed that support extends to the regional level as confirmed by most participants. Participant RCSA2 stated, *“Subject advisers help to set regional question papers for Grade 10 and Grade 12”* and Participant RBSA8 corroborated as she explained, *“Subject advisers are involved in the setting of regional examinations to uplift the standards.”* This involvement in setting examinations is substantiated by the

national literature, (#2.5.3.6). These sources suggest that Namibian subject advisers should be involved in the setting of question papers including circuit-based examinations, and be responsible for the setting of examination standards and the preparation and marking of examinations conducted in schools to ensure that standards are adhered to. This is consistent with the documents reviewed, Submission SUBM2, dated 11 June 2015 which states, “The central focus of the workshop will be assessment and marking while also making provision for some pre-identified topics teachers may struggle with.” The workshop report, WREP2, dated 4-5 April 2018 concurs, “The teachers were trained on how to mark Paper 2 on Ordinary and Higher level.”

4.2.5.4 *Provision of teaching and learning resources*

Support for curriculum implementation appears to include the provision of resources that teachers must use for the effective implementation of the curriculum, namely, teaching and learning materials as well as curriculum policy documents (#2.5.3.3). Subject advisers’ responsibility for the provision of teaching and learning resources to a certain extent is limited as indicated by Participant RBSA7, “*We are not directly involved in procurement.*”

a. Policy documents

Four participants indicated that subject advisers are more responsible and involved as far as the provision of curriculum documents is concerned, as detailed by Participant RASA4, “*Subject advisers ensure that teachers have all the necessary documents related to the subject such as the assessment policy.*” Participant RBSA8 held the same view as she elaborated, “*In each subject to come up with subject policies, internal subject policies*”, and she added, “*We make sure that every school has the latest syllabus.*”

The international literature agrees, stating that subject advisers in South Africa must ensure that teachers have all the requisite curriculum documents for the subject (#2.5.3.3). This is in line with documents reviewed. The school visit report, SVRE5, dated 11–12 April 2016 reflected, “The latest syllabi for Entrepreneurship and Accounting were given to the teachers during the feedback session.”

b. Development of teaching and learning resources

As confirmed by four participants, the findings suggest that subject advisers focus on advising and training teachers on how to acquire teaching and learning materials. Participant RBSA9 asserted, *“I gave them training to develop materials in 2014 when we introduced the curriculum, from there, repeated the same training in 2015. Assist them in making resources, maybe booklets that they can use in the class and teaching resources like globes, models to use in class”* (Participant RASA4).

The literature does not express the roles of subject advisers in assisting, guiding and training teachers in the design of materials, but the international literature suggests that South African subject advisers must be involved in the design of materials (#2.5.3.3). The documents reviewed do not mention the roles of subject advisers in assisting teachers in materials development.

c. Internet and Teachers’ Resource Centre (TRC)

It appears as though subject advisers do research on teaching and learning materials needed by teachers for classroom use. Almost all participants indicated that they conduct research and advise teachers on where to get materials. *“We do research on a regular basis to know what is available on the subject and identify places or areas where you can order the resources, websites that you can provide to the teachers”* (Participant RASA4). Participant RBSA10 concurred as she replied, *“We tell them about different websites, different links whatsoever that they can visit because we don’t have the means to provide them with those kinds of things.”* The literature and the documents reviewed did not refer to subject advisers assisting teachers on acquiring materials through internet.

Three participants indicated that subject advisers ensure that teachers acquire materials from the TRCs. Subject advisers do this by advising both the teachers and the TRCs. Participant RBSA8 stated, *“We even encourage them to go to the TRC and equip themselves with our teaching materials”* and Participant RBSA7 noted, *“Make sure that the resource centre is well-equipped with what the teachers will need.”* This is confirmed by the workshop report, WREP4, dated 2016: “Ms. Y [real name concealed] requested that the TRC be accorded with the support it deserves,

especially with regard to procurement of resources and materials.” The literature reviewed does not refer to the roles of subject advisers in advising teachers on TRC materials. As stated earlier, subject advisers are not directly involved in the provision of materials to schools but do research and advise and provide training to teachers on the means they can use to acquire materials.

4.2.5.5 Alternative roles to support teaching indirectly

Apart from supporting teaching and learning in the classroom, the findings revealed that subject advisers are involved in other curriculum-related roles that benefit teaching and learning indirectly. Three participants claimed that subject advisers are involved in curriculum development. In Namibia, the National Institute for Educational Development (NIED) selects and invites some subject advisers to serve on curriculum panels and committees for approximately two weeks in a year. These subject advisers help with the review of subject syllabuses, curriculum policy documents, the development of teaching and learning materials, specimen question papers, assessment manuals and the review and approval of textbooks. *“I was part of the curriculum panel at NIED” (Participant RBSA10)* and Participant RASA5 also mentioned that subject advisers are involved in curriculum panels. The Workshop Report, WREP4, dated 2016, stipulates the following: “Mr. Z. [real name concealed] requested SEOs to begin to reconsider their positions with regard to participation in curriculum panel meetings.” No literature includes curriculum development as the task of subject advisers. Yet, subject advisers support the curriculum implementers, namely the subject teachers, and therefore they should be involved or assist in the planning and development of curriculum programmes. Further, subject advisers engage teachers directly in various regions and schools and will be in a better position to advise curriculum developers at NIED on what strategies and practices work and what do not in real teaching and learning situations at school level. Consequently, subject advisers form a vital link between curriculum theory, which takes place at national level (NIED), and practice, implementation at school level where subject advisers are involved as disseminators.

4.2.6 Formats used by subject advisers to support teachers

The findings revealed that the main approaches used by subject advisers to support teachers is INSET provided through workshops, individual on-site support, induction, collaboration, modelling and differentiation. Participant RBSA8 replied, *“Many times subject advisers train teachers for the purpose of INSET at regional or cluster level or identified schools with poor results in certain subjects.”* INSET is the worldwide practice to support in-service teachers in teaching and learning (#2.5.5; #2.5.5.2.a). The international literature concurs as it suggests that subject advisers should use INSET workshops to support teachers (#2.5.5; #2.5.5.2.a). The documents analysed did not mention INSET as a means to support teachers, but workshop reports, marked WREP1-5 for this study, produced by subject advisers, are evident and therefore it is safe to deduce that subject advisers use workshops as formats of INSET to support and guide teachers. Teachers can be supported as part of larger groups and as individuals too.

4.2.6.1 Group support

a. Workshops

Seven participants responded that subject advisers support teachers through workshops particularly at regional level. Participant RASA6 asserted, *“Subject advisers also call regional workshops where issues are taken up with all the teachers teaching the subject.”* Implied from this comment, the researcher concludes that workshops provide an opportunity to subject advisers to engage more teachers at a time. The findings seemed to indicate that workshops do not only serve as a platform for teacher training, but create opportunities for teachers to share best practices. *“You have to share, sometimes we invite using a workshop, but the purpose of the workshop, people think it is always to train. But that is also to share our experiences” (Participant RASA4).*

Derived from the responses of five participants, subject advisers are not only involved in regional and school-based training, but are also active at national level as well. *“They use me as a facilitator to train all fourteen regions”* (Participant RBSA9) and Participant RASA6 elaborated, *“Subject advisers attend national workshops as TOTs”*

(Trainers of Trainers). When subject advisers are involved in the national workshops, they will be empowered and prepared to train teachers in their respective regions and at schools with confidence and efficiency.

Besides regional, national and school-based workshops, the findings suggest that subject advisers support teachers through induction workshops as indicated by Participant RASA6: *“Subject advisers started with the induction of novice teachers as they are not given broad introduction [by school managers] on what to do.”* The literature does not refer to induction as a format used by subject advisers to support teachers. The need for induction of novice teachers is confirmed in the analysed documents. The Workshop Report, WREP5, dated 6 July 2015, noted, “Senior Education Officer [subject adviser] to keep an updated data base of all Accounting teachers in the region to plan timely induction activities and or refresher workshops for novice/newly appointed teachers and experienced teachers.”

b. Collaboration

Apart from workshops used as platforms for teacher training and sharing information on teaching, it appears as though successful teachers and those who need assistance can form a mentoring alliance. One of the participants indicated that subject advisers could facilitate the creation of platforms where teachers can learn from each other. This suggestion seems to be different from the sharing function of workshops discussed earlier and is more associated with induction.

Participant RASA6 asserted, *“That is what I call a sort of induction process that you liaise with the principals and you draw the struggling teachers and spend a week with the stronger teachers at the school. At this school they can follow the stronger teacher in the class, they observe, they make notes, so they pick up on the teaching methodologies and maybe pick up on what they can do better when they go back.”*

The practice where an experienced teacher follows a veteran needs to be explored by scholars to determine whether it is similar to mentoring, induction or other forms of collaboration and how it can be employed economically to benefit more teachers. International researchers assert that subject advisers in Nigeria and South Africa assist teachers to collaborate and learn from each other (#2.5.5.2). Collaboration or

peer learning between two teachers does not feature in the analysed documents. However, the format of support proposed in the school visit report, SVRE2 dated 11 April 2018, may allude to the same thing: “Induction should be given to all newly appointed teachers and appoint/delegate experienced model teachers to provide subject specific mentorship.”

c. Modelling/Demonstration lessons

Six participants indicated that subject advisers use demonstration lessons to support subject teachers. Participant RBSA8 explained, *“For example, if a teacher lacks a skill you consult, you show them to the point where you also do this model lesson so that by the time you leave the teacher is capacitated. When I am guiding, I need to put in practice. So putting in practice is like for the next day I will present a model lesson, you [teacher] observe and you critique according to the same way I did to you”* (Participant RCSA3).

The literature proposes that subject advisers use different model lessons and classroom techniques for INSET courses as this helps teachers to replace their outdated styles of teaching (#2.5.5.2.b) and get the opportunity to observe excellent practices or demonstrations when they observe model lessons. (#2.5.5.2.b). In line with the preceding discussion, an assumption can be made that classroom observation is not only used by subject advisers as a tool to determine the teachers’ support needs but can also serve as a format to support teachers, especially when teachers become observers of model lessons presented by experts. When subject advisers demonstrate effective teaching strategies then teachers will be more motivated and may feel that, if subject advisers can do it, then it is possible for them to do it too. The reviewed documents explain provision of training in general but do not outline specific approaches to modelling.

4.2.6.2 Individual on-site support

Apart from workshops and demonstration lessons, it appears as though subject advisers provide school-based or on-site personal support to teachers after classroom observation. This was confirmed by four of the participants and Participant RASA6 noted, *The subject adviser first observes the lesson to see the problem areas as*

teachers are teaching and then engage with them in the afternoons for guidance.” Participant RBSA8 supported this view and added, *“After the observation, the subject adviser will have a one-on-one discussion with the teacher with the main purpose to support. Those schools that are showing poor performance when it comes to the marks, academic performance, those are the schools that we target in order to go and assist where we either go to the school and we actually assist the teacher one-on-one”* (Participant RCSA2).

Three participants claim that subject advisers use differentiation to provide support according to individual needs of teachers as opposed to the application of generic support for everyone. *“Do you need to do this in a group or individual? First you identify the challenge then you give direct treatment for that one. So it can differ. The merits can differ, circumstances can differ and the environment can also differ”* (Participant RBSA7). Participant RASA6 held the same view as she stated, *“What is the teacher struggling with so that we can prepare materials that are relevant to what the teacher struggles with; so that we better prepare to assist not just for the general staff.”*

This is also consistent with the literature in Uganda, which suggests that differentiated guidance should be based on teachers’ individual needs and professional levels (#2.5.5.1). The international literature concurs when it proposes that professional development programmes should be differentiated to meet the learning styles of diverse teachers (#2.5.5.1 a-b). The literature is not clear on the support subject advisers provide to teachers at school level, but a study in South Africa argues that subject advisers should organise individual training in the form of mentoring to support teachers (#2.5.5.1 a-b). Documents are not clear on differentiation as a practice used by subject advisers to support teachers with diverse needs.

Based on the views raised above, the researcher infers that subject advisers should identify the needs of teachers as group members as well as individuals. The teacher is an individual and at the same time belongs to the teaching community and therefore subject advisers should balance their support programmes to cater for group training and differentiate where necessary. Further, subject advisers should plan and decide when to support teachers as a group to cater for their common needs and when to assist them as individuals to accommodate their unique needs. Subject advisers can

use workshops to attend to common group needs and face-to-face guidance during school visits to address individual inadequacies.

4.2.7 Qualities, character traits and skills of subject advisers

All the respondents were able to describe qualities that subject advisers should portray to support teaching and learning effectively.

4.2.7.1 Character traits

Participant RBSA10 replied, *“You should be friendly although you are not satisfied with what is presented to you.”* Participant RASA4 said, *“Subject advisers must be available and approachable if schools approach them. The willingness must be there.”* Participant RBSA 7 suggested, *“The subject adviser must be committed and hardworking”* while another interviewee was adamant that subject advisers must be positive and uphold integrity towards the profession. Participant RBSA9 noted, *“For me what is most important is the love for the work.”* Participant RBSA9 remarked, *“I cannot preach something and I am not doing it.”*

Minutes of a meeting, MMET4 dated, 2 August 2017, state, *“Punctuality and sharing of responsibilities with others always enhances teamwork.”* A study in South Africa suggests that subject advisers need to model good professional practice to be exemplary to teachers (#2.5.4). Implied from these comments is the assumption that character traits that subject advisers should possess are numerous, meaning that the interviewees, the literature and the reviewed documents may not list similar character traits or qualities.

4.2.7.2 Skills

The international literature does not discuss qualities and skills of subject advisers in isolation but integrates the discussion on the qualities of successful subject advisers when it mentions knowledge development, research skills, critical thinking competencies, skills and abilities to establish relationships, maintenance of teamwork as well as leadership skills (#2.5.4.2). Apart from the character traits, subject advisers

should possess some operational skills. The findings alluded to cognitive, administrative and interpersonal skills.

a. Knowledge and Skills

The participants referred to knowledge and skills such as being knowledgeable, possessing appropriate qualifications and engaging in lifelong learning. Seven of the participants indicated that subject advisers must be knowledgeable to be able to provide informed and effective support to teachers. The participants used key words such as 'expert', 'specialist' and 'knowledgeable' with reference to knowledge and skills, as subsequently illustrated by Participant RASA6, *"By the position of being that of advisory, it should probably be somebody who knows the subject at the highest possible level, teaching the higher level. Don't get to the school and teachers know more than you. It is not bad if they know more but it becomes (sic) bad that they know more all the time while you are the adviser."*

Participant RBSA8 concurred, *"The person [subject adviser] must be knowledgeable content wise, must know that subject left and right there is no excuse about that."*

The international literature confirms this opinion as it asserts that subject advisers in South Africa are subject specialists who are always expected to be on top of their game (#2.5.7). This is also consistent with the literature of countries elsewhere which suggests that subject advisers should demonstrate sound content and pedagogical knowledge as well as subject expertise (#2.5.4.1a-b). To sustain and grow knowledge and skills, two participants suggested that subject advisers should continue to upgrade themselves. Participant RASA6 explained, *"You need to be continuously up to date on what is happening in your subject and don't get to the school and teachers know more than you. The subject adviser must stay a lifelong learner."* Participant RASA4 concurred and added, *"You have to be on par with the latest developments in your subject and in education. You must be also updated with the content of your subject on what is going on your subject. You equip yourself with the skills so that you can be in line with the latest trends."* This coincides with the study in Nigeria that suggests that subject advisers should upgrade their qualifications through re-training (#2.5.8.1). Further, completing in-service programmes such as degrees can help improve their knowledge level, including pedagogical content knowledge (#2.5.8.1). The internal

documents reviewed do not mention knowledge and skills that subject advisers should have in relation to instructional support. However, from the findings and literature the researcher infers that subject advisers will not be able to support teachers with authority and confidence if they are less knowledgeable and they may lose the trust and respect of teachers. If this happens, their efforts will not be taken seriously.

b. Management, administration and leadership skills

It appears as though subject advisers should possess managerial and leadership skills even if they are not necessarily instructional leaders. Participant RCSA3 elaborated, *“The subject adviser needs to have good leadership skills because teachers see him/her as their leader”* and Participant RASA4 agreed and suggested the criteria to consider when recruiting subject advisers, *“Somebody can become a Head of Department, experienced to work with people and then become an adviser”* (Participant RASA4).

The suggestion creates the impression that subject advisers with managerial background will relate better to teachers than their colleagues without supervisory experience. Two of the participants indicated that subject advisers must possess critical skills and subject administration skills. Participant RCSA3 elaborated, *“The subject adviser must have reporting skills. Subject advisers must have analysing and interpretation skills. Analysing will help the subject advisers to identify the needs for training.”*

Both the literature and the documents reviewed do not make reference to administrative skills.

c. Interpersonal skills

Five participants were of the opinion that subject advisers should possess interpersonal skills and made mention of how they should behave whilst interacting with teachers during school visits. Participant RASA5 asserted, *“I believe in a good relationship with my teachers.”* Subject advisers must be courteous during classroom visitation. Participant RASA6 argued, *“But you will not interfere with the lesson. You may not interrupt and make the teacher uncomfortable.”* Participant RCSA3 added,

“The subject adviser must not criticise all the time and must also see good things in the teacher and boost them. The subject adviser must possess communication skills. They must be good listeners to be able to understand the problems of the next person properly” (Participant RBSA7). Participant RASA6 elaborated, *“From humanitarian perspective, you must be very patient, because unlike the classroom where you are working with children, now you will be training the adults and it calls for a lot of patience, a lot of diplomacy.”*

This is similar to the view expressed in the international literature that knowledge in adult learning and group dynamics are skills that will help subject advisers to support teaching and learning successfully (#2.5.8.1). Subject advisers should also possess skills and abilities to establish relationships and maintain teamwork (#2.5.4.2.b). The minutes of meeting, MMET4 dated, 2 August 2017 mentions behaviours that are associated with interpersonal skills, “SEO’s should be tolerant, patient and professional with other people.”

4.2.8 Subject advisory challenges

The findings suggest that subject advisers are hindered by challenges attributed to teachers, to school managers, to education authorities as well as their own inadequacies while they try to support teaching and learning in the classroom.

4.2.8.1 Challenges attributed to subject advisers

The findings reveal that some subject advisers lack managerial skills, adequate experience in subject teaching and interpersonal skills (#2.5.6.1. a-c).

a. Managerial skills

During the interviews, two participants revealed that subject advisers may need guidance in managerial skills as asserted by Participant RASA4, *“Some subject advisers lack the experience to manage people.”* Participant RBSA8 reflected on novice subject advisers when she complained, *“So you keep on training and training and training this person, because they have no experience of managing the subject at that level of a manager.”*

Nandjembo (1999:19) doubts the managerial skills of Namibian subject advisers when he claims that the subject advisers came from the rank of trained teachers and not from trained managers. The documents reviewed do not allude to the incapacity of subject advisers as far as managerial skills are concerned.

b. Poor interpersonal skills

One participant, RCSA3, suggested that subject advisers struggle with interpersonal skills:

“I observed that we advisory staff have poor people skills. Some subject advisers are rude and abuse their authority. They are going there with bossy attitudes and bullying attitudes and threatening teachers instead of advising them.”

A research study conducted in South Africa attested to similar behaviour and complained that some subject advisers are not approachable; they harass and humiliate teachers while others are not available. (#2.5.6.1.a). The documents do not consider the nature of interpersonal relations between subject advisers and teachers.

4.2.8.2 Challenges attributed to teachers

a. Reaction to school visits

The interview data revealed that some teachers are uncommitted, ‘window-dress’ and become defensive when confronted with their weaknesses. Two respondents including Participant RBSA8 confirmed the defensive behaviours of teachers when the latter said, *“You go to observe a classroom, the lesson plan is not done, CASS (Continuous Assessment) marks are not in place.”* Participant RCSA3 added, *“When you are entering someone else’s territory, that person will defend - obviously the person has to defend him or herself - you will find a wall, an already built wall between the two of you”.*

It appears as though some teachers do their work to impress subject advisers during school visits as expressed by three participants. Participant RCSA2 asserted, “A

teacher may prepare for the week subject advisers visit the school” and Participant RBSA9 shared the same view, *“Teachers do things to impress the subject adviser.”* The findings revealed that the manner in which subject advisers communicate school visits influences particular reactions from teachers. Participants anticipated possible disadvantages for both announced and unannounced visits. Participant RBSA7 revealed incidents where ‘window-dressing’ becomes more apparent, *“You announced you are coming to that school, it’s always fine. Try an unexpected visit, then you will encounter what we are talking about. No preparation is done.”* Participant RBSA10 shared the same opinion, *“If we announce, then what we get is window-dressing; then they give you all the best things.”*

This view is consistent with the belief expressed by the international literature that class visits by subject advisers in South African raise resistance from teachers; could lead to ‘window-dressing’ (#2.5.6.2) and teachers in Kenya may only prepare when they become aware that subject advisers will visit them (#2.5.6.2).

Arguments on whether subject advisers should announce or not announce their visits to schools in advance came to the fore. In this regard, Participant RBSA7 suggested, *“Subject advisers should not surprise the school”* and Participant RCSA3 agreed, *“I don’t believe in surprise visits. My teachers need to know that I am coming and this is what I want from them.”* This opinion is confirmed by the South African literature when it suggests that class visits should be negotiated with teachers (#2.5.6.2). If authorities have good intentions and encourage subject advisers in certain circumstances/situations to visit schools unannounced, then policies in this regard must be clear to all stakeholders so that such visits will not be surprising. Neither the literature nor the documents reviewed confirm that subject advisers can visit schools unannounced. The documents reviewed do not reflect on the nature and impact of announced or unannounced visits to schools.

b. Non-compliance with recommendations

Based on the responses of three participants, teachers appear not to value the support and suggestions for improvement provided by subject advisers as Participant RCSA2 indicated, *“Unfortunately, in this case I have to tell the truth that many of our teachers are not reacting on those recommendations”* and Participant RBSA8 added, *“The*

reports and recommendations of subject advisers after school visits are not implemented.” Subject advisers in Kenya complain about the reluctance of teachers and principals to adhere to recommendations (#2.5.6.3.d).

Internal documents reviewed do not indicate whether the recommendations of subject advisers during school visits are implemented or not. However, as can be derived from the workshop report, WREP2 dated 4-5 April 2018, the supposition is that the recommendations of subject advisers are not always adhered to. The report reads, “This will be the time I will check to see if teachers are implementing the learned skills.” If the recommendations made by subject advisers are not implemented, then the deficiencies may persist and, consequently, the expected learning outcomes may not be achieved. One participant attempted to propose strategies that can be used by subject advisers to ensure that recommendations are implemented.

“The implementation plan should be drawn for future monitoring for example if we have a visit and the reports are given. The person that should spearhead that is first the principal, the HOD, and then the teacher. We need to monitor. The monitoring system should be very strong” (Participant RBSA8).

Neither the literature nor the documents reviewed suggest strategies to accelerate the implementation of subject advisers’ recommendations after school visits.

4.2.8.3 Challenges attributed to education authorities

- a. School managers
 - i. Advisory support not taken seriously

It appears as though some school managers do not value advisory support provided by subject advisers as indicated by five participants. Participant RCSA2 complained, “*It is just that I am really feeling for all SEOs, you know advisory teachers, because we are not being recognized. Subject advisers sacrifice a lot and people don’t recognise their input*” and Participant RCSA3 indicated, “*Some people say subject advisers are not necessary.*”

The subject advisers also consider their own salary grading as opposed to those of HODs and school principals (school managers) when they monitor and provide teaching support. RCSA3 complained, *"You even see for yourself how they graded advisory services."* Participant RCSA2 elaborated, *"Subject advisers were ranked with principals in the past. I think it was not fair now to rank the SEOs at the level of the HOD."* The participants complained about the effects that such grading or ranking may have on the working relationship between subject advisers and school managers. *"Currently, the salary grade and ranking hinders subject advisers to supervise school principals"* (Participant RCSA2). A deduction can be made that some subject advisers are not clear on how they should relate to principals and HODs in the teaching and learning environment. To add, subject advisers seemed to be unsure whether they are supervisors or supporters of school principals. Therefore, education authorities should explore and determine how far subject advisers can monitor, supervise or support school managers to improve teaching as well as achieve learning outcomes. It seems that, on the one hand, some subject advisers feel inferior and do not have the courage to visit classes of school managers but, on the other hand, some school managers seem unwilling to accommodate subject advisory monitoring and guidance. Participant RCSA3 asked rhetorically, *"How can you advise someone at the same level as you? And how can you advise someone who is above you? Who are you?"* Participant RASA6 complained, *"But what we experience in the region is that we really are not sitting in a class offered by a principal."* Participant RBSA10 remarked, *"Sometimes we get the attitudes of HODs, who are you to come and tell me? Yet we have to advise."*

Participant RASA6 explained why the non-accommodative attitude of some school principals and HODs is not advisable: *"The principals for example they teach our subjects, but they don't want us to visit their classes, because we are not at the same level."* Education authorities need to investigate the extent of collaboration between subject advisers and school managers in terms of teaching and learning support and implement mechanisms to establish mutually constructive working relationships. Neither the literature nor the internal documents reviewed made mention of relations between subject advisers and school managers.

ii. Lack of commitment

As is the case with teachers, the responses from two participants seemed to reveal that some school managers do not perform their duties of supervising teaching and learning on a regular basis. Participant RBSA7 remarked, *“Managers are reluctant. Only when there is a visitor from outside, that managers are managing the school. But on a daily basis they tend to turn a blind eye on what is happening in the school.”*

It appears as though some school managers do not support instruction at school level. *“If you visit a school for example, the primary assistance should be provided by HODs and principals to the teachers,”*

Participant RASA4 remarked. This could therefore mean that teachers do not always receive adequate teaching support from their immediate supervisors, the school managers. The ideal situation is that subject advisers as outsiders should visit schools only to provide secondary instructional support in complex situations that school managers may not be able to solve. This opinion may also suggest that subject advisers and HODs should collaborate or complement each other as far as the support of teaching is concerned. Participant RASA4 justified the value of support that should be provided by HODs and elaborated, *“We [subject advisers] are visiting for a few days or week; we are not there every day to see that everything is in place.”*

Implied from the above comments is the assumption that HODs are stationed permanently at schools unlike subject advisers who visit schools on odd occasions as they are responsible for all schools in the region and consequently the HODs have more opportunities to support teachers. HODs in South Africa are better placed to complement the work of subject advisers (#2.5.6.3.d). The documents reviewed do not reflect on the degree of support the school management should provide to teachers.

b Education Department, Regional Office of Education, Arts and Culture

i. Budget

The findings suggest that subject advisers are hindered in their efforts to support teaching and learning because of financial difficulties faced by education authorities. Participant RCSA2 elaborated,

“Due to financial problems, workshops for teachers are rare”

while Participant RBSA8 noted,

“Posts for subject advisers could not be filled due to financial constraints.”

Though the literature does not confirm provision of finance as a challenge hindering teaching support, the statement from a research study in South Africa, that subject advisers be given an adequate budget for school and cluster visits can be interpreted as meaning that funding of subject advisory work could be a challenge (#2.5.6.3.c). The documents reviewed, Minutes of Meetings, MMET4 dated 2/8/2017 confirmed that “financial difficulties hinder the work of subject advisers.” Mrs. H. [Real name concealed] stressed the budgetary constraints and informed us that funds are still tight. Education authorities must strike a fair balance between the importance of teaching support when they are confronted with the choice to provide resources for workshops, school visits and appointment of additional subject advisers on the one side and limited financial resources on the other.

ii. Workload

From the findings the deduction can be made that the workload of subject advisers is too heavy. Five participants held the view that subject advisers are allocated too many subjects. Participant RBSA8 stated,

“Advisory Services experiences a shortage of SEOs” and “Subject advisers are overloaded with a lot of subjects. You find an SEO who is catering for more than two subjects”

and Participant RCSA2 illustrated,

“If you take for instance the Social Sciences fields of study, if you are appointed here in this region you will have to take care of History and Geography and Development Studies and Religious and Moral Education.”

The data revealed that subject advisers are also concerned about the way allocated subjects are combined in the field of study and complained that at times areas of specialization and subject teaching experience are not considered. Participant RCSA2 explained,

“A subject adviser may have specialised in Mathematics and Biology but not in Physical Science and Agriculture. Not every subject adviser is trained from Grade 4 to 12. Maybe just senior secondary trained.”

Participant RASA6 suggested,

“The authorities must realize and consider that you specialize in two subjects at the university.”

Participant RCSA2 said,

“Some of the advisory teachers have never taught a subject, but now because of the field of study of the subjects, they just get it.”

Participant RASA6 described the negative consequences of the allocation or subject combination in the field of study may have on the effectiveness of subject advisers and she admitted,

“Some [subjects] will be neglected because subject advisers will not have knowledge in all of them.”

This is confirmed by the international literature which states that subject advisers are responsible for more than one subject, including an additional one that is not their specialization resulting in knowledge gaps, and poor and inadequate curriculum support to educators (#2.5.6.3.a). The internal documents reviewed did not reveal the

nature and magnitude of subject advisers' workload, including the difficulties that unrealistic subject combinations may pose. Neither the literature nor the documents corroborate the fact that some subject advisers may lack teaching experience in certain subjects.

iii. Transport

The findings reveal that subject advisers are not fully satisfied with the transport they are supposed to use for school visits. Two participants noted that the issue of transport for advisory visits is not yet fully addressed. Participant RBSA8 complained,

“Not all subject advisers have cars and travelling to schools is a problem. We have two or three cars here which must be shared among eighteen people.”

Participant RBSA7 concurred by highlighting the effect,

“Insufficient transport makes subject advisers immobile.”

This is in line with the international literature which states that subject advisers struggle with available transport (#2.5.6.3.c). Though the reviewed documents make no mention of the scale of transport provision, the suggestions as per the minutes of meeting, MMET4, dated 2 August 2017, allude to the shortage of transport: “If possible, a driver will be chosen to drop the SEOs to their different destinations.” ‘Dropping’ subject advisers implies that the driver will leave subject advisers at a particular school where they will spend the day until they are collected after the exercise. This may mean that subject advisers will remain without government transport while still working at the school for days and may have to resort to using public transport between the school and their homes. This may not be the most attractive way to treat subject advisers yet is the only solution when there is a scarcity of transport.

iv Additional responsibilities

Subject advisers appear to be involved in activities at the Regional Office that are not within their mandate (viz. curriculum implementation in general and teaching support, in particular).

“It seems that we are jack of all trades” (Participant RCSA2).

All ten participants felt that subject advisers perform other duties apart from their core responsibilities and that includes placement of learners, doing investigations and training school boards as some of the tasks. Participant RBSA8 exclaimed,

“Ja, definitely! Subject advisers do investigations. Subject advisers, they do placement of learners which takes up a lot of time”

and Participant RASA6 concurred,

“We just concluded school board trainings for the newly appointed school boards.”

As a result, subject advisers may divide their time and attention between additional assignments and their core duties and ultimately may not support teachers effectively. The directorates of Education, Arts and Culture in the various regions should strike a balance between the core duties of subject advisers and additional assigned tasks in a manner that will not compromise support of teaching and learning. The literature does not identify examples of additional responsibilities that subject advisers perform but rather stresses loss of focus whilst they attempt to support teaching. The literature asserts that subject advisers in South Africa are more involved in inspection, supervision and control rather than teacher support (#2.5.6.1.c). Subject advisers are more involved in monitoring (#2.5.3.7). The reviewed documents make no mention of other tasks performed by subject advisers that are not in line with teaching support.

4.2.9 Training and support currently provided to subject advisers

The participants provided varied responses with regard to training and support available to subject advisers. Some subject advisers view support and assistance

provided to them as limited and inadequate. It appears as though the induction and orientation programme for subject advisers provides general information but the programme does not develop job-related or subject-specific skills adequately.

Participant RCSA2 said,

“We have a normal orientation of a person coming here but if it comes to subject fields we don’t have means for any programme where we can assist our advisers.”

The same participant elaborated,

“It was not subject specific where really advisory teachers could learn something and really come and implement subject content.”

Participant RASA4 doubted the adequacy and efficiency of the support rendered and concurred with Participant RCSA2 especially in terms of the generalization of training, as he asserted,

“There is a bit of training, but not really enough to cater for our [subject advisers’] specialised function. Training that one got is general, but not so much (sic) effective.”

Seven participants asserted that subject advisers currently operate on their own and are not supported or trained. Participant RBSA10 explained,

“Training and support for subject advisers is lacking. Since I came here we have to empower ourselves if I can put it that way, develop ourselves, look at what we can get, how we can assist our teachers.”

Participant RASA5 agreed,

“I think that is a huge, huge challenge we have, from day one I went into this post, I never had any induction” and Participant RCSA3 exclaimed, *“Subject advisers are not trained. We are not*

inducted properly...not guided even. There is no support. I am not saying is in our region but in general. I was also serving the same position in another region. But there is no support from government,” RBSA8 said, “so there is a gap there for us to be capacitated in the subject area.”

This issue is also evident in South Africa where the literature indicates that the Department of Basic Education is not doing enough to develop subject advisers in subject specialisation (#2.5.7). The documents analysed do not describe the nature and level of support provided to subject advisers. Implied from the preceding discussion is that support and training provided to subject advisers is minimal, or inadequate and not well-coordinated.

4.2.10 How subject advisers should be supported

4.2.10.1 Training and skills development

According to nine of the participants, subject advisers need to be inducted, trained and supported. Participant RCSA1 stated,

“There should be a proper induction programme”

and Participant RASA6 explained,

“Continuous training will help subject advisers to continue to develop in their profession.”

An induction programme that is personalised and tailored according to the needs, experience and expertise of the individual subject adviser including knowledge and understanding of adult learning and professional development of teachers, should be introduced (#2.5.8.1). The suggestion is supported by the study in South Africa, which suggests training of teachers, subject advisers and principals (#2.5.8.1). The analysed documents make no reference to training and induction of subject advisers. Ideally, subject advisers should be supported by training as well as be capacitated by sharing

ideas amongst each other as was confirmed by three participants. Participant RASA5 suggested,

“Subject advisers should come together once or twice a year. ATs [Advisory Teachers, another naming for subject advisers in Namibia] from different regions need to come together even once in three years to share what works and what doesn’t work. We can learn a lot from each other.”

Participant RBSA9 held the same view,

“New ideas and sharing from these trainings help subject advisers to perform their job better because each region comes up with nice ideas.”

Three participants believed that sharing of information should not be general but specific according to the individual subject. Participant RCSA1 registered his dissatisfaction with training subject advisers representing different subjects together on general issues and suggested,

“They should not be taken all of them across various subjects,” and proposed, *“They should be divided, let me say, Social Sciences this week, go to NIED, get intensive training”* and Participant RBSA8 illustrated, *“It could also be ideal for example if all the History SEOs come together to upgrade themselves, they do this, they do that.”*

Both the literature and the documents reviewed do not refer to sharing as a strategy to give subject advisers an opportunity to learn from each other. It appears as though subject advisers must be trained in certain areas to improve support of teaching and learning.

The findings suggest that subject advisers should be supported in the development of a variety of skills, namely, leadership, administration, lesson presentation, interpersonal relations and computer skills. Participant RCSA3 stated,

“I was not an administrator. I was a teacher, an ordinary teacher from the classroom. So what I know is to write a lesson preparation, so not to take minutes or to do what. As teachers we only know our areas and it is only to teach and assess and mark, that’s all. Subject advisers must be guided on how to write minutes; we must be inducted in report writing and the writing of submissions.”

Participant RBSA9 agreed as far as training in report writing is concerned. Participant RBSA10 suggested, *“They should take a decision and see how they can assist us or any other institution that offers leadership courses.”* Participant RASA4 and Participant RASA5 concurred.

Three participants emphasised computer training for subject advisers as Participant RASA6 explained,

“You also need to workshop at school level, you need your computer training, PowerPoints, Excels because you need to do results analysis and what else you can do on Excel, those Microsoft programmes, maybe advanced level.”

Participants RBSA9 and RASA5 supported this need for training.

Further, subject advisers need support in interpersonal relations as confirmed by two participants.

“Subject advisers need to be trained in good relationships, especially on how to approach teachers” (Participant RASA5).

Subject advisers must also be trained on their job descriptions, item writing (setting assessment tasks), subject content knowledge and instruction as will be discussed in the next section. The research in Europe to a certain extent confirms that learning activities of subject advisers should include courses for school-based support of mentors concerning methodology, pedagogy and didactics as well as doing research

(#2.5.8.1). The literature confirms that interpersonal relations are essential for the effective support of teachers (#2.5.4; #2.5.4.b). This is corroborated by the international literature, which proposes leadership training for subject advisers, though not specifically on management (#2.5.8.1). The analysed documents made no reference to support areas for subject advisers at all.

4.2.10.2 Providers of training and support to subject advisers

The participants suggest that different stakeholders should join efforts to build the capacity of subject advisers. One participant in particular proposed that certain institutions should provide training and support to subject advisers. The institutions to be involved in the capacity building of subject advisers range from the Ministry of Education, NIED, the Directorate of National Examinations and Assessment (DNEA), National Advisory Services (NAS) and institutions of higher learning, such as The Namibia University of Science and Technology (NUST) and The University of Namibia (UNAM). Participant RCSA1 elaborated,

“Even the officers from Head Office, the NAS and SEOs at NIED and DNEA should be there when training is given to SEOs of this particular group.”

Participant RCSA1 suggested,

“NIED should provide training to subject advisers on what will be expected of them including curriculum development and DNEA provide training on item writing.”

Four participants suggested that The Ministry of Education, Arts and Culture should negotiate with the institutions of higher learning to support subject advisers as outlined by Participant RBSA10,

“They can have a memorandum of understanding between institutions. We think that should be done on management level.”

Participant RCSA1 explained,

“NUST and UNAM must also come on board and inform subject advisers on education programmes they offer.”

Participant RCSA2 suggested,

“The ministry can consult with the universities to see that advisory services can benefit in terms of subject content knowledge, even short courses. That will make us more confident”

and Participant RBSA7 explained,

“We need more specialised trainings. So that you have the in-depth knowledge of what is happening.”

Participant RASA6 concurred and added,

“There are skills or areas where the ministry can liaise with NUST (Namibia University of Science and Technology) and UNAM (University of Namibia) in terms of the weeklong programmes that can benefit subject advisers.”

Participant RCSA2 referred to support provided in the past and illustrated,

“We used to have MASTEP (Mathematics and Science Teacher Extensions Program) which was offered by UNAM in the past where teachers were trained. We can have similar courses where advisory can benefit”.

The South African literature explains the importance of colleges and universities in providing instructional support to subject advisers for the success of subject advisory support (#2.5.8.1). The internal documents reviewed make no mention of the roles of institutions of higher learning in supporting subject advisers.

4.2.10.3 Workload

The data suggested and justified strategies to reduce subject advisers' workload. Participant RBSA10 noted,

"If subject advisers are given a specific subject, then it will be easier to focus on this subject, do research in terms of different approaches. Subject advisers should be appointed for different circuits, then everyone will know that he/she is responsible for the specific subject in a specific circuit. Then I know this is my circuit, 15 schools."

In addition, Participant RCSA2 outlined,

"It would even have been better if we appoint subject advisers for phases like junior primary, then senior primary, then junior secondary and senior secondary, maybe together."

Several studies conducted in South Africa and Nigeria suggest that subject advisers be allocated a reasonable workload by reducing the number of schools they serve (#2.5.8.3) but do not elaborate on the number of subjects and school phases to be allocated to subject advisers. The analysed internal documents did not comment on the workload of subject advisers.

4.2.10.4 Provision of transport

The data collected seemed to reveal that subject advisers need transport to reach out to schools with ease. To solve the problem of transport, Participant RBSA7 proposed,

“Every subject adviser must be given a government car. It is not good for subject advisers to share one government car. We can even be given our own cars which the government can share the payment for purchase, getting a car allowance.”

This is consistent with the national literature which proposes that subject advisers in Namibia should be provided with transport and fair reimbursement for their expenses (#2.5.8.2) and the research study in South Africa suggests all subject advisers should be provided with government transport and subsidised vehicles for easier access to schools (#2.5.8.2). The internal documents did not reveal anything to address subject advisers' transport needs.

4.3 CHAPTER SUMMARY

In this chapter, the researcher analysed, presented and discussed findings which emerged from the data generated through semi-structured interviews, the review of the literature and key operational documents related to the work of subject advisers. The researcher presented and discussed the findings in narrative form based on the themes and sub-themes identified from the literature review and research objectives. Verbatim quotes from transcriptions were used in the discussion of the findings as evidence of the actual voices of the participants. The interview responses were also backed by the information acquired from key documents revealing the functions of subject advisers as they support teaching and learning for the sake of corroboration and validation. The participants (subject advisers) explained their understanding of instructional support; roles in supporting teaching and learning; strategies they use; as well as the challenges they encounter and what support they need. In chapter five, the researcher will logically and systematically present the summary of the entire study, with some conclusions based on the findings and make recommendations accordingly.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to explore the perceptions of selected Namibian subject advisers on their role in supporting teaching and learning. The previous chapter presented and analysed the findings based on the themes and sub-themes generated through face-to-face semi-structured interviews, document analysis and the literature review. The findings were discussed with reference to the literature review. This chapter will present a summary of the study; the main conclusions informed by the findings in chapter four and suggest recommendations based on the conclusions. The chapter will suggest topics for further research and highlight the implications of the study to education practitioners.

5.2 SUMMARY OF THE STUDY

To contextualise the study, chapter one briefly described the background of the study. That chapter presented the purpose, rationale, significance, aims and objectives of the study and provided a brief summary of the literature reviewed. Key research questions were stated with clarification of the key concepts used in the study to facilitate comprehension. The chapter described and explained the research design and methodology employed for the study, with reference to the limitations as well as the strategies used to mitigate those limitations. The chapter briefly reflected on issues of trustworthiness and ethical considerations.

Chapter two reviewed and analysed the literature guided by the research questions and study objectives to form a better understanding of what other scholars revealed on the same topic both nationally and internationally. The subsequent chapter, chapter three, highlighted and discussed the research design and methodology used in the study. The chapter described the interpretivist/ phenomenological paradigm to anchor the study. The sample was identified and justified. Methods used to collect the data on the perceptions of selected Namibian subject advisers on their role in supporting teaching and learning were discussed.

Instruments for data generation such as semi-structured interviews, interview guides and documents reviewed were described, explained and justified. Data analysis methods were identified and justified. Finally, the chapter considered trustworthiness and ethical issues.

Chapter four focused on the findings based on the analysis of data generated from the interviews conducted in the field. Key research questions guided the analysis. Emergent themes and categories were identified. The study compared the interview responses with the available literature as well as operational documents used by subject advisers at the workplace to carry out their responsibilities and functions of supporting teaching and learning.

This chapter aims to give an overview of the study and to discuss the themes and sub-themes from research questions. Conclusions based on the findings from the previous chapter will be discussed and recommendations based on these conclusions will be proposed. Implications and proposed topics for further studies will be advanced.

5.3 CONCLUSIONS

The findings and the conclusions were guided by the following research objectives: Explore and determine the perceptions of subject advisors regarding their roles in supporting teaching and learning; and describe the character traits, knowledge (pedagogical and content) and skills (technical and interpersonal) that subject advisors need to possess to support teaching and learning effectively. Further, the research study aimed to determine and describe possible challenges subject advisors face while providing a supportive advisory function. Finally, the study explored and described the extent to which subject advisers are adequately trained and supported to execute their roles and responsibilities, and, if to a lesser extent, what support they need to be effective in their role as subject advisers in Namibian schools. After analysing the presentation and discussion of findings from the previous chapter, the researcher arrived at the following conclusions.

5.3.1 Subject advisers and instructional support

5.3.1.1 Subject advisers' understanding of instructional support

The researcher concludes that subject advisers have different understandings of the concept 'instructional support'. Some participants combined both elements of control and support to define instructional support while others perceive support as independent and separate from control and monitoring (#4.2.1). The researcher concludes that monitoring and support can be combined in certain circumstances or contexts whereas support alone is required in other instances (#4.2.1). The diverse understanding of instructional support by subject advisers can be attributed to the fact that they give meaning to the phenomenon based on their own practice in their individual settings. This implies that in some settings subject advisers may concentrate more on monitoring and control with minimal support while in others they may emphasise support, guidance and advice with little or no monitoring at all. Therefore, if subject advisers understand instructional support differently, then there is a great possibility that their practice will differ as far as the approach to teaching support is concerned. Although the diverse perceptions of teachers' guidance may be context-specific, the researcher concludes that this could lead to inconsistency.

Derived from the literature findings, the researcher concludes that instructional support is associated with and is part of instructional supervision as it includes monitoring, support and facilitation of the learning process (#2.3). It implies that the boundary between instructional supervision and instructional support seems to be thin to the extent that it becomes difficult to differentiate between the two concepts. However, the findings from the interview responses did not allude to the relationship between instructional support and instructional supervision. It may be that the said relationship between the two concepts was not researched in the national literature, or subject advisers in Namibia are not exposed to theories of instructional support and instructional supervision in relation to their roles. Consequently, subject advisers may struggle to understand when they should be engaged in instructional supervision, or when they should provide instructional support. Further, understanding the relationship between the two concepts, namely 'instructional supervision' and 'instructional support', is essential for education authorities to be able to align policies related to teaching support accordingly, including how the duties

of subject advisers are related to these theories. Ignoring the discrepancy in comprehension of the said concepts may lead to role confusion and possible overlap between the functions of subject advisers and school managers.

5.3.1.2 The need for instructional support of subject advisers

The researcher concludes that teachers and school managers (Heads of Department HODs and school principals), need subject advisory support. Teachers may not be adequately qualified or have the necessary teaching experience to teach effectively (#4.2.2.1), while HODs and principals may not support teachers successfully in all subjects or fields of study as they have not specialized in all subject areas (#4.2.2.2). The researcher concludes that teachers' inadequacies are not limited to novice teachers as experienced and well-qualified teachers do not always produce satisfactory academic results as expected (#4.2.2.1). This implies that INSET programmes should include experienced and qualified as well as inexperienced, under-qualified teachers. However, the literature does not allude to unsatisfactory performance of experienced and qualified teachers. The finding is important because it informs subject advisers that teaching support should include both the experienced and novice teachers. Limitations of school management cannot be deduced for both school principals and HODs because the interview responses focused more on HODs (#4.2.2.2). HODs as subject managers at school level need more subject-specific support than what principals may need. HODs and school principals may be aware of the support teachers need and should allow subject advisers to render support where assistance is needed. School managers will become more confident and comfortable to assist teachers at school level when subject advisers provide the necessary support. Further, capacitating school managers in teacher support will ease the task of subject advisers, as they will focus their limited time and resources on the dire needs of teachers that HODs and principals may not be able to provide.

5.3.1.3 The purpose of subject advisory support

Based on the findings in (#4.2.3.1 and #4.2.3.2) the researcher concludes that the purpose of subject advisory support is the advancement of teaching and learning.

5.3.1.4 Strategies used by subject advisers to determine teachers' support needs.

The researcher concludes that subject advisers should have an understanding of teachers' needs before taking action for teaching support (#2.5.2). Derived from the findings, the researcher concludes that subject advisers use different techniques to determine teachers' support needs and these comprise conducting surveys (reflection); controlling learners' books (written work); reviewing of classroom observation reports at schools and the analysis and diagnosis of results from national examinations and Standardized Achievement Tests (SATs) (#4.2.4.1–4.2.4.5). Subject advisers may not be aware of teachers' needs unless an investigation is conducted in advance. Consequently, subsequent attempts to support teachers without evidence may fail resulting in reduced success. Though subject advisory observations, learners' books and SAT results are not evident in other research studies as means to determine teachers' support needs, they are important because teachers' needs identified through numerous sources of information will allow subject advisers to design accurate teacher support strategies and programmes. Further, it is evident that post-support-surveys that should guide or inform possible follow-up support are not conducted.

5.3.1.5 The roles and functions of subject advisers in supporting teaching and learning

The researcher concludes that subject advisers were able to describe their roles and functions in supporting teaching and learning (#4.2.5). Subject advisers perform different roles to support teaching and learning and these include mentoring (#2.5.3), monitoring and supporting curriculum implementation (#4.2.5.1.1), teaching and learning (#4.2.5.2) and assessment (4.2.5.3). Further, subject advisers give advice on the acquisition of teaching and learning resources (#4.2.5.4) such as policy documents (#4.2.5.4.a), development of teaching and learning materials (#4.2.5.4.b), the use of Teachers Resource Centres (TRCs) as well as how to search for available teaching and learning materials on the internet (#4.2.5.4.c). However, 'mentoring' appears in the literature (#2.5.3) but did not feature in the interview responses. It is not clear whether subject advisers are not aware of mentoring as part of their responsibilities or whether they are not guided in this function. It is also not clear how

subject advisers based at regional offices far from schools can mentor and coach teachers effectively. Mentoring of novice teachers could be meaningful for effective teaching, as long as subject advisers get the necessary guidance and support on how to do it practically.

Based on the national literature, the researcher concludes that subject advisers are involved in planning, school evaluation, and assistance in the development of plans to improve the results, subject administration, and teachers' development as well designing teaching schedules (#2.5.3.2). Though planning is mentioned in the national literature, subject advisers may not be able to distinguish between priorities and non-priorities as far as teacher support is concerned. Consequently, planning is important to assist subject advisers to focus on priorities.

The researcher concludes that subject advisers do not only function in their respective regions, but are also active at national level to support teaching and learning indirectly as they assist with curriculum development and training (#4.2.5.5). Exposure to national activities ensures that subject advisers are empowered with more knowledge and skills that can help them guide teachers in their regions effectively.

It appears as though Namibian subject advisers are not clear about their role of 'conducting research'. Although, the national literature refers to 'research' as one of the roles expected to be performed by subject advisers (#2.5.3.8), none of the interviewed respondents confirmed this. The national literature suggests that subject advisers should conduct "education-, subject-, curriculum-, pedagogic-related research and action research with respect to subject/phase, small scale research/surveys in subject groups" and national research/surveys (#2.5.3.8). However, the subject advisers indicated that they do 'research' on useful teaching

and learning materials on the internet and advise teachers accordingly (#4.2.5.4.c). It is difficult to equate the possible avenues to acquire teaching resources with the 'research' required by the national literature. Subject advisers may be aware that they are required to do research because it appears on their job descriptions, but they do not have the understanding on how they should conduct it, or may not have conducted job-related research before. Consequently, they may not be comfortable

with the execution of the required research. Alternatively, education authorities are not clear on the nature and extent of research to be conducted by subject advisers leading to a misconception of what is expected. The literature of countries elsewhere does not stipulate 'research' as one of the roles to be performed by subject advisers, but refers to training subject advisers in research (#2.5.8.1). This implies that subject advisers in countries elsewhere are responsible for conducting research; hence, they are trained to do so. There is no clear indication in the international or national literature on whether such research should be used as a tool to improve teaching and learning in the classroom or whether it should serve subject advisers in their own professional growth.

Based on the national literature, subject advisers in Namibia are involved in whole-school evaluation or panel inspection visits to schools (#2.5.3.7). In contrast, neither the research interviewees nor the international literature refers specifically to the concepts of 'panel visits' or 'whole-school evaluation'. However, the interview participants indicated that subject advisers control documents (#4.2.4.1), control learners' records (#4.2.4.2), analyse results (#4.2.4.3) and observe teaching and learning in classrooms (#4.2.4.5). It implies that subject advisers control (#4.2.4) and monitor the work of teachers before they render support (#4.2.5.1-#4.2.5.4). Nevertheless, the interview participants could not reveal that at times they visit schools to evaluate without providing support. Further, it does not appear that 'whole-school evaluation' and 'panel visits' are used to determine teachers' support needs. The researcher concludes that at times subject advisers visit schools to monitor and control without providing support. The inclusion of 'whole-school evaluation' in this study is important because it may address the confusion between 'evaluation' and 'support' as roles of subject advisers. In addition, it is concluded that subject advisers in Namibia fulfil two roles, namely, 'school and teacher evaluators' on the one hand, and 'teaching supporters' on the other. To add, the international literature (in contrast with the Namibian context) views the involvement of subject advisers in evaluation as an unwelcome deviation rather than the norm (#2.5.6.1.c). This implies that subject advisers are rightly or wrongly involved in evaluation of teachers all over the world and it depends on how individual countries feel about this, either positively or negatively. If subject advisers are involved in panel visits or whole-school evaluation, then such a function may trigger the following questions: Can subject advisers at times be distanced from their core role of instructional support during panel visits?

How does teacher evaluation without support impact on the trust, respect and cooperation that should prevail between subject advisers and teachers for quality teaching and learning?

5.3.2 Formats used by subject advisers to support teaching and learning.

The subject advisers were able to describe how they support teaching and learning (#4.2.6). Based on the analysis, the researcher concludes that the main approach used by subject advisers to support teaching is INSET through group trainings or workshops and modelling or demonstration lessons at school-, circuit-, regional-, and national level (#4.2.6.1). Subject advisers use experienced teachers to support novice teachers by sharing ideas on instructional methods (#2.5.5.2. a) and observing teaching in class for a certain period (#4.2.6.1.b). The researcher also concludes that subject advisers support teachers as individuals, face-to-face, on-site and at school after classroom observation as a feedback session (#4.2.6.2). Every approach has its own advantages (#4.2.6). Workshops can involve more teachers simultaneously and serve as platforms to share best practices (#4.2.6.1) while individual support recognises the uniqueness of teachers, their interest and level of professional development (#4.2.6.2). Peer support can be useful because teachers are at the same level and can understand each other better; they are more available to each other and could have gone through the same challenges. Subject advisers should consider when to support teachers as group members (#4.2.6.1) in their common needs and when to cater for their individual unique needs (#4.2.6.2; #2.5.5.1. a). If subject advisers opt for peer support, then they should facilitate the process in collaboration with school managers.

5.3.3 Characteristics of effective subject advisers

Based on the findings discussed in #4.2.7.1 and #4.2.7.2, the researcher concludes that subject advisers must possess certain key character traits and skills to support teaching and learning successfully. Subject advisers must be friendly, available, approachable, fair, frank, consistent, helpful, comfortable with people and have integrity (#4.2.7.1), show interest in the job and serve as role models to teachers (#2.5.4). The researcher also concludes that subject advisers should possess administrative, leadership (including cognitive), conflict resolution, research and

critical thinking competencies and interpersonal skills (#4.2.7.2. a-c). Strong administrative skills will help subject advisers to communicate clearly with teachers and facilitate the writing of positive and informative reports. Leadership skills will assist subject advisers to influence and work meaningfully and productively with teachers. Consequently, subject advisers should have experience in subject management at school level, as is the case with HODs prior to their appointment as subject advisers (#4.2.7.2. b). The researcher concludes that subject advisers must upgrade their qualifications (#4.2.7.2) to keep themselves abreast with the latest developments in the subject area and enable them to support teachers with confidence.

Subject advisers need numerous character traits as indicated by the literature, documents reviewed and the interview participants. Every situation may require a particular quality while others may require combinations of more than one trait or skill.

5.3.4 Challenges faced by subject advisers

Subject advisers face multiple challenges whilst trying to support teaching and learning in the classroom arising from teachers' behaviours and commitment, attitudes and commitment of school managers, policies from education authorities as well as subject advisers' own inadequacies (#4.2.8).

Some subject advisers appear to lack management skills and may have limited interpersonal skills (#4.2.8.1. a-b). This implies that subject management and leading teachers is a challenge to subject advisers in the Namibian context. Though inadequacy in management is not evident in the research in countries elsewhere, this finding is important as leadership skills are vital for cooperation of teachers and school managers during INSET programmes and the implementation of the recommendations made by subject advisers.

The researcher concludes that some teachers are not committed, react defensively, are suspicious towards subject advisory visits and fail to implement recommendations made by subject advisers during school visits (#4.2.8.2.a). There is no evidence that the national literature investigated attitudes of teachers towards subject advisers' visits to schools. Teachers adopt different types of reactions and

behaviours to both announced and unannounced visits from subject advisers (#4.2.8.2.a). Teachers seem to teach effectively when visits are announced, but display more weaknesses when visits are unannounced resulting in strange or unpredictable reactions (#4.2.8.2.a). Teachers are not comfortable and do not behave naturally towards any type of school visit by subject advisers and this may create difficulties to determine their real support needs. It can also imply that teachers work to satisfy subject advisers' scrutiny and not to improve the learning outcomes. To add, it is not clear why teachers react the way they do towards advisory visits.

A further conclusion is that subject advisers become frustrated when both teachers and the school management do not implement the recommendations they make for the improvement of teaching (#2.5.6.3.c; #4.2.8.2.b). Non-implementation of subject advisory recommendations may result in the persistence of weaknesses, which is not good for the improvement of teaching and learning.

It is apparent that education authorities expect subject advisers to cope with a heavy workload in the form of a large number of subjects and further by requiring subject advisers to oversee subjects that are not part of their areas of specialization or which they have never taught before (#4.2.8.3. b. ii). Overloaded subject advisers may not have sufficient time to render efficient teaching support and they may not contribute to teaching success of subjects that they have not taught before. Although lack of teaching experience in a subject is not evident in existing research studies, the finding should be considered because teaching a subject for a significant number of years may serve as learning experience.

The researcher concludes that education authorities do not provide adequate finances to subject advisers for training and nor do they or can they afford more appointments. Lack of financial resources may affect the operations of subject advisers negatively as far as in-service training and appointment of more subject advisers is concerned (#4.2.8.3.b.i). Without new appointments, subject advisers will remain overloaded, and without adequate resources they may not perform their functions successfully (#2.5.6.3. b; #4.2.8.3.b.iii).

The researcher concludes that the working relations between subject advisers and some school managers in Namibia is not healthy as far as the monitoring and support

of the latter is concerned (#4.2.8.3.a.i). Further, subject advisers are of the opinion that they are undermined by school managers and that their role in supporting teaching and learning is not valued (#4.2.8.3.a. i). Subject advisers are sensitive about their salary grading which they believe to be lowly graded when compared to that of school managers (#4.2.8.3.a.i). It is apparent that subject advisers and school managers view position, status, and salary grading as more important than mutually constructive cooperation. No reference to the relationship between subject advisers and school managers appears in the literature.

The possibility exists that school managers do not provide satisfactory teaching support for teachers in their school (#4.2.8.3.a. ii). This may be because managers have no experience in all subjects offered in a school. This could place more pressure on the already-overloaded subject advisers to offer basic or primary support that school managers could offer. The researcher concludes that subject advisers perform other duties that do not necessarily contribute to improvement of teaching and learning directly or indirectly (#4.2.8.3.b. iv). These extra duties may take a portion of subject advisers' valuable time they could use to support teaching and learning in schools.

5.3.5 Support currently provided to subject advisers

Subject advisers in Namibia receive limited in-service training (#4.2.9; #2.5.7). Further, training of subject advisers focuses on orientation and induction in more general professional development programmes rather than guidance in subject specific matters, which seems to be minimal (#4.2.9). Apart from showing that INSET for subject advisers is inadequate, the international literature does not specify the extent and the depth of the training and support afforded to subject advisers.

5.3.6 Support needed by subject advisers

Besides induction and INSET training, subject advisers should be assisted to upgrade their qualifications through the availability of bursaries and loans and the creation of platforms to share best practices in learning, pedagogic and content knowledge, didactics, subject administration, teaching methodology, interpersonal relations, computer skills and research (#4.2.10.1). Training will help subject advisers

to improve their professional needs and keep pace with new developments in the support of the teaching-learning environment (#2.5.8.1).

Institutions of higher learning and education authorities are expected to commit to training subject advisers (#4.2.10.2). A higher degree of collaboration and involvement of stakeholders such as colleges and universities in instructional support will add value to the capacity of subject advisory support.

As mentioned earlier, education authorities should reduce the workload of subject advisers to allow them to support teaching and learning more effectively (#4.2.10.3). Consequently, intensifying the roles of HODs and principals in school-based support of teachers could reduce the pressure on subject advisers (#4.2.2.2). This will also allow subject advisers to spend more time on teachers with the greatest needs and in schools in the region. The researcher concludes that subject advisers should be provided with the resources for easier access to schools and effective communication with teachers, namely, transport (#4.2.10.4) and Information Technology (IT) equipment (#2.5.8.2).

5.3.7 Conclusion

Although subject advisers understand instructional support differently, they know most of their roles in supporting teaching and learning. However, subject advisers are not clear on 'research' and 'evaluation'. Relationships between subject advisers, teachers, and school managers appear to be strained to the extent that subject advisory support may not be effective. These feelings may be attributed to incorrect perceptions about each one's roles in instructional support. The situation may also be influenced by unclear policies. Further, subject advisers face challenges with the workload, resources and inadequate training in various aspects. With appropriate training and support alongside well-designed policies, subject advisers will be able to support teachers better.

5.4 RECOMMENDATIONS

The recommendations are grounded in the research objectives of the research study.

Recommendation One: The relationship between control and support

Different subject advisers are expected to have the same understanding of the theories and processes of instructional support, especially with regard to the relationship between teaching control and monitoring on the one hand and teaching support on the other. However, the findings suggest that subject advisers have diverse views of their roles in relation to control or monitoring and support of teaching and learning (#4.2.1). Therefore, it is recommended that the Namibian education authorities should design policies that clarify the roles of subject advisers as far as monitoring and control are concerned, as well as how they should support, monitor and control teachers. Such policies must clarify whether at times subject advisers become instructional supervisors with a control function or not.

Recommendation Two: ‘Whole-school evaluation’ vs. ‘instructional support’

Subject advisers are supposed to visit schools to support teachers in teaching and learning. It is evident that subject advisers in Namibia can form part of panel inspection or whole-school evaluation (#2.5.3.7). It is not clear whether the roles of subject advisers then change temporarily from teaching support to evaluation. Teachers may consider subject advisers in one role as ‘instructional supporters’ and then as ‘instructional evaluators’. Thus, it is recommended that education authorities in Namibia clarify the main purpose of panel inspection or ‘whole-school evaluation’ and explain what role subject advisers should play in such instances. If subject advisers in Namibia also fulfil an evaluative function, then education authorities need to consider how this may affect future teaching support efforts or how subject advisers can participate in ‘whole-school-evaluation’ without adversely affecting their relationship with teachers.

Recommendation Three: ‘Reflection for support’ and ‘reflection of support’

Subject advisers use different techniques to determine teachers’ support needs. One of the formats used is reflection through surveys (#4.2.4.4). This reflection is done before support and similar reflection to gauge the impact of support is not repeated. The absence of post-support reflection may hinder application of follow-up or continuous support. Therefore, the researcher recommends that subject advisers in

Namibia focus on the concept, 'reflection for support' to identify teachers needs for support as well as the 'reflection of support' to assess the influence and impact of training after support is provided to teachers to pave the way for continuous support. Further, education authorities in Namibia should provide guidance, instruments and tools such as templates for the identification of teacher support needs.

Recommendation Four: Teachers' induction and mentoring

According to the literature, subject advisers are expected to induct and mentor teachers (#2.5.3). However, subject advisers in Namibia are based in Regional Offices and are not accessible to teachers on a daily basis. Consequently, subject advisers may not have the means and resources to reach out to schools regularly. This results in subject advisers failing to induct and mentor teachers as expected. It is therefore recommended that education authorities in Namibia stipulate and offer guidance on when, where and how subject advisers should mentor and induct newly appointed teachers.

Recommendation Five: Relationship of teachers and subject advisers

Teachers are expected to cooperate with subject advisers to improve their teaching skills and ultimately advance learner achievements. However, it appears as though teachers are suspicious of the intentions of subject advisers and consequently react defensively (#4.2.8.2. a). This will hamper the improvement of teaching and learning. Therefore, this study recommends that subject advisers and education authorities in Namibia investigate why teachers may be hesitant and not trust subject advisers and ensure that all the barriers and concerns are removed. It is further recommended that the purpose of subject advisory interventions in Namibia must be explained in detail to teachers to make them more comfortable when they interact with subject advisers.

Recommendation Six: Relationship between subject advisers and school managers

Subject advisers and school managers should work together and complement each other's efforts of supporting teaching and learning. Some school managers ignore the importance of subject advisory support as far as support for their own teaching is

concerned (#4.2.8.3). In the Namibian context, there seems to be confusion as to who should monitor/control or support who. Subject advisers in Namibia consider salary grading as a contributing factor to the reluctance of school managers to allow subject advisers in their classrooms. Consequently, this study recommends that the Namibian education authorities investigate and remove barriers that cause friction between subject advisers and school managers by clarifying the ideal working relations in policy documents so that the two parties collaborate constructively. Further, it is recommended that education authorities in Namibia should convince subject advisers and school managers that instructional support is not based on post grading, power, position or status and they should rather collaborate for the sake of the common goal, namely improved learning achievement.

Recommendation Seven: School-based instructional support

School managers especially HODs in Namibia are supposed to monitor, guide, advise and give school-based or primary instructional support to teachers in their areas of specialization, but it seems as though this is not done (#4.2.2.2; #4.2.8.3. a. i-ii). It appears that the capacity of HODs is in doubt as far as the support of teaching and learning is concerned (#4.2.2.2). It is possible that at times school managers are not fully aware of their roles or do not have the capacity to provide the required support and guidance. Therefore, it is recommended that education authorities in Namibia appoint experienced and well-qualified teachers as HODs and provide INSET to all school managers to enable them to offer teaching support. By virtue of their knowledge and skills, it is also recommended that Namibian subject advisers should help with the training and guidance of school managers in teaching support. Capacitated HODs and principals will make the work of subject advisers easier as they will provide primary support at school level and leave severe shortcomings to be addressed by subject advisers.

Recommendation Eight: Research

The literature and data revealed that subject advisers in Namibia are supposed to conduct research (#2.5.3.8). However, the interview responses suggest that this is not done. Subject advisers may not know what the proposed 'research' entails. It is therefore recommended that education authorities investigate why subject advisers

in Namibia do not conduct research at regional level, while it is part of their job description, and provide guidance accordingly. Further, education authorities in Namibia should clarify the type and scope of 'research' and whether it is a means for subject advisers to build their own capacity or whether it is a tool they should use to support teaching and learning in the classroom. If research is aimed at helping teachers teach better, then training of subject advisers in action research must be considered.

Recommendation Nine: Implementation of recommendations

Teachers and school managers in Namibia are expected to implement the recommendations made by subject advisers for the improvement of teaching and learning. However, both teachers and school managers appear to be reluctant to implement these recommendations. (#4.2.8.2; #2.5.6.3.c). Such unwillingness will cause inadequacies to persist with no improvement of teaching and learning. Therefore, this study recommends that education authorities and subject advisers in Namibia develop 'recommendation implementation plans' that include dates and actions as well as the roles of all parties that are affected, including subject advisers, and report the progress to Regional Directors every trimester. School managers, school inspectors and subject advisers need to take the lead in the implementation process.

Recommendation Ten: Additional roles

Job descriptions of Namibian subject advisers outline what their roles are as far as the support of teaching and learning is concerned. However, in reality subject advisers in the Namibian context find themselves performing duties that do not relate to the support of teaching and learning directly or indirectly causing them to neglect their responsibility of instructional support. (#4.2.8.3.b.iv). This study therefore recommends that education authorities in Namibia ensure that what subject advisers are expected to do and what they do in practice is the same.

Recommendation Eleven: Recruitment of subject advisers

The findings revealed that some subject advisers in Namibia struggle with subject management and teacher leadership. This is attributed to the fact that some subject advisers never served on management level prior to their appointment in advisory services (#4.2.8.1.a). Subject advisers without managerial skills may struggle to influence teachers resulting in their advice not being taken seriously. Therefore, it is recommended that experience as a HOD at school level should be an added recommendation when subject advisers are recruited. Further, this study recommends that the appointment criteria in terms of qualifications should raise the bar and focus on teachers with higher qualifications.

Recommendation Twelve: Workload

Subject advisers in Namibia are supposed to serve all teachers in the region where they are appointed. The findings revealed that subject advisers in Namibia are allocated many teachers and schools (#4.2.8.3.b.ii). The large number of schools and teachers subject advisers should serve makes it difficult for them to reach out to most teachers. In addition, many subjects are allocated to subject advisers and in some cases these include subjects they never taught before (#4.2.8.3.b.ii). The groupings or combinations of subjects per subject adviser are not always in line with the specialisation of subject advisers during their teacher training (#4.2.8.3.b.ii). Therefore, it is recommended that the number of subjects allocated to every subject adviser in Namibia be reduced and that focus be placed on specific circuits and school phases. Further, when recruiting subject advisers, education authorities in Namibia should consider areas of specialization or combinations offered at institutions of higher learning for teacher training as well as teaching experience in particular subjects.

Recommendation Thirteen: INSET for subject advisers

Subject advisers need to be knowledgeable and skilled to provide effective support in teaching and learning (#4.2.7.2). However, the findings revealed that some subject advisers in Namibia lack the necessary operational competence and skills in certain areas (#4.2.8.1. a-b). As a result of these findings, it is therefore recommended that

trainers of subject advisers conduct a needs analysis study that considers the interests, experiences, level of professional development, expertise and inadequacies of subject advisers in key disciplines relevant for teacher support. The researcher recommends that the Namibian education authorities in consultation with institutions of higher learning create a permanent unit or centre that could be responsible for building the capacity and professional growth of subject advisers on a continuous basis. Given the findings above, it is further recommended that support programmes for subject advisers should consider both subject specific and general administrative aspects. Such capacity-building should include improving qualifications of subject advisers.

Recommendation Fourteen: Professional standards for subject advisers

Subject advisers are required to possess certain skills and character traits to support teaching better. However, in Namibia there are no guiding instruments and tools to gauge whether a subject adviser has reached a certain level of professional competence or not. Consequently, different researchers describe required skills and character traits in their own ways: #4.2.7.1; #4.2.7.2; #4.2.7.1; #2.5.4; #4.2.7.2. a-c). Therefore, this study recommends that the Namibian education authorities design professional standards for subject advisers, including the expected qualifications for recruitment, guaranteed INSET courses, upgrade of qualifications and attractive career paths.

Recommendation Fifteen: Resources for subject advisers

Subject advisers need resources to communicate better and reach out to schools on time. However, in Namibia, the necessary resources such as transport and equipment for information and communication technology are not adequate (#4.2.8.3.b.iii; #2.5.6.3. b). This may lead to the neglect or delay of guidance and support to teachers. Therefore, this research study recommends that subject advisers in Namibia be equipped with the necessary resources to facilitate the execution of their duties.

Recommendation Sixteen: Curriculum implementation

Subject advisers in Namibia are expected to monitor and support curriculum implementation (#4.2.5.1.1). However, curriculum implementation is broad and subject advisers may not be clear on what to do to support the curriculum. Further, education authorities are not clear about the functions of subject advisers that enhance curriculum implementation and how such duties are related to teaching and learning in the classroom. Therefore, this study recommends that education authorities in Namibia explain how subject advisers should monitor and support curriculum implementation and how this function can be measured.

5.5 PRACTICAL IMPLICATIONS

The researcher endorses the principles of research ethics proposed by Brikci and Green (2007:5) who suggests that an investigation should do the participants and practitioners good (beneficence) or they must benefit from the research product. Therefore, the research results should be useful to education authorities, as this will help with the formulation of policies related to teaching support by officers from the Regional Office. Education authorities will have a better understanding of the challenges facing subject advisers and employ mechanisms on how to find solutions to ensure better teaching support. The research study will help subject advisers to understand how subject advisers in other countries perform their task and could adjust their practices accordingly. The findings could help scholars and potential researchers to have a better understanding of the practices of instructional support and develop related models to improve in-service teaching support for better learning outcomes. Teachers at schools will have a better understanding of the importance of advisory support for the growth of their own practice and, as a result, their level of cooperation will improve, including the implementation of the recommendations made by subject advisers. The role of subject advisers in supporting teaching and learning is under-researched, especially in the Namibian context. Therefore, this needs further exploration. The study focused on only ten subject advisers from three regions out of fourteen and this may hinder generalisation of the research findings. However, most of the inadequacies in this study take place at national level and, therefore, subject advisers in different regions may experience similar challenges. Thus, to a certain extent, the study findings can be extended to other regions.

Further studies should be conducted to investigate how far instructional support and instructional supervision are related and what the implications for subject advisers are, including when they should act as instructional supervisors and when they should function as instructional supporters. Further studies need to be conducted to explore how far subject advisers and school managers can operate jointly or separately as far as the support of teaching and learning in schools is concerned. Further research should focus on the perceptions of school managers, HODs and school principals on the roles of subject advisers in supporting teaching and learning in the classroom. Such a study will help to get the views on the roles of subject advisers from another perspective, especially from people who are perceived as beneficiaries of subject advisory support.

5.6 CHAPTER SUMMARY

This chapter presented a concise overview of the research study by summarising chapters one to five and the conclusions from the findings. Arising from the conclusions, appropriate recommendations were suggested and possibilities for future research identified.

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*

APPENDICES

Appendix A

Permission letter to the Three Regional Offices Directors

LETTER TO REQUEST PERMISSION FROM THE THREE DIRECTORATES
EDUCATION ARTS & CULTURE TO CONDUCT THE RESEARCH



P. O. Box 1547
Gobabis
Email: 6508081@mylife.unisa.ac.za
6 August 2018

The Director
Directorate of Education, Arts and Culture
Division: Programs and Quality Assurance, Advisory Services
P/Bag

Tel: _____

Email Address: _____

Request to conduct research at **Directorate (Regional Office) of**
Education, Arts and Culture.

Title of the research: Perceptions of selected Namibian subject advisers on their role in supporting teaching and learning.

Dear Director, Mr. _____

I Assaria Twiwan Tjonzongoro am a student at the University of South Africa and am enrolled for the structured Master's in Education degree under supervision of Professor J.G. Ferreira in the Department of Curriculum and Instructional Studies.

To fulfill the requirements for the qualification, I need to do a dissertation of limited scope on the roles of subject advisers in supporting teaching and learning in the classroom. I would like to conduct my research at your Regional Directorate of Education, Arts and Culture from **15 to 17 August 2018**.

Your directorate has been selected because it hosts experienced and information-rich subject advisers in the phenomenon under study.

The study entails the conduct of semi-structured interviews with experienced subject advisors and document analysis. At your region, I would like to interview the Chief Education Officer for Advisory Services and six more senior education officers (subject advisers). Thus, I intend to interview seven (7) officers from your region and eight (8) more from two other education regions. Any change of the date from my side will be done in consultation with your good office and the participants. I appeal to your good office to allow me to conduct the interview where possible during working hours, especially when the individual subject advisers/senior subject advisers (senior education officers and the chief education officer for advisory services) are not fully engaged with their official programs. The interviews with individual senior education officers will take approximately thirty to thirty-five (30-35) minutes per participant. In addition, I will need assistance from your good office to link me with experienced senior education officers to determine their availability for the study and finalize the interview time schedule for each one of them. The concept experienced in this study implies those senior education officers with three years and more in subject advisory services. The researcher may amend the scope of this concept in future if the need arises

The benefit of the study is that it will produce results that may assist subject advisers in their practice, especially the strategies used to support teaching and learning in the classroom. In the same vein, it will assist education authorities, such as the Ministry of Education, Arts and Culture in the design of policy for subject advisory work and strategies on how to support subject advisers in the regions. I would be prepared to share the requirements for my research project with you and, if you would like me to, I will give you feedback on the research after it has been approved by the university.

Apart from the possible identification of the participant in the materials obtained through data collection and face to face interviews, the researcher doesn't foresee any risk for the participants. To protect the identity of the participants, their names will not be recorded anywhere and no one will be able to connect them to answers they give during the interviews. Their answers will be given code numbers or pseudonyms and the participants will be referred to in that way in the research report or thesis resulting from this study. Equally the professor that will review and advise changes to be made in this study will keep the same confidentiality of the data.

The anonymous data from participants may be used for other purposes such as journal articles and conferences and again the individual participants will not be identified in such publications. Hard copies of the answers from the participants will be stored by the researcher for a period of at least five years in a locked cupboard in the office of the

Appendix B

Permission Letters from the Three Regional Directors of Education



HARDAP REGIONAL COUNCIL



DIRECTORATE OF EDUCATION, ARTS & CULTURE

Enquiries: Mrs. J. J. J.

Tel: ()

E-mail: j.j.j@hardap.gov.na

Private Bag

07 August 2018

Mr. Assaria Tjozongoro
Senior Education Officer
Omaheke Region
Gobabis

RE: PERMISSION FOR FACE TO FACE INTERVIEWS WITH SEO FOR RESEARCH

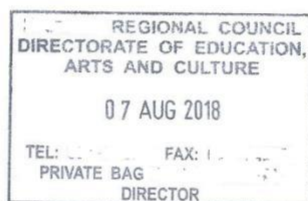
We acknowledge the receipt of your request and approval is granted for you to interview the Senior Education Officers in the Omaheke Region. Most of the Education Officers are out on official duties but we hope those available will assist you in this regard.

We would also like to wish you all the best with your studies.

Please do not hesitate to liaise with Mr. J. J. J., the Acting Chief Education Officer, standing in for Ms. J. J. J.

Kind Regards

MS. J. J. J.
ACTING DIRECTOR



All official correspondence must be addressed to the Chief Regional Officer

Appendix C

Permission letter to the subject advisers

Dear Potential Participating Subject Advisor

This letter is an invitation to consider participating in a study that I, Mr. Assaria Twiwane Tjozongoro with student number 6508081, am conducting as part of my research as a Masters' student at the University of South Africa (UNISA). Permission for the study at the Education Regional Office, has been given by the Director of Education, Arts and Culture and the Research Ethics Committee of the College of Education, UNISA. The study will investigate the roles of subject advisers in supporting teaching and learning in the classroom in three of the education regions in Namibia. You have been selected as one of the participants in the interview to give your views and opinions on the topic. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic. I would like to provide you with more information about this project, including the specific date, time, the research questions and what your involvement would entail if you agree to participate. The purpose of attaching the questions for the semi-structured interviews is to provide you with the opportunity to acquaint yourself with the content of the questions prior to the interview.

I will use semi-structured face to face interviews and document analysis to obtain the information on the topic stated above. You may decide to answer any of the interview questions if you so wish. The specific date for the interview will be scheduled on the date and time that will be agreed with you in due course. The study will involve an interview of approximately 45 minutes in duration and will take place in a mutually agreed-upon location at a time convenient to you. With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information as told by you in your own voice. The recorded information will later be transcribed for analysis but your details will not appear on either the recording or the transcription. You may not benefit immediately from this study, however the study could produce results that may assist subject advisers in their practice, especially the strategies used to support teaching and learning in the classroom. In the same vein, it will assist education authorities, such as the Ministry of Education, Arts and Culture in the design of the policy for subject advisory work and strategies on how to support subject advisers in the regions. I will be prepared to share the requirements for my research project with you and will give you feedback on the research after it has been approved by the university.

There are no costs for participating in this study other than the time you will spend responding to questions from the semi-structured interviews. There are no known anticipated risks to you as a participant in this study. Your participation in this study is voluntary and you may withdraw at any point during the course of the interview without any negative consequences or penalty.

The researcher doesn't foresee any risk to you. All information you provide is considered completely confidential and you will remain anonymous. I will not tell anyone the answers you give me; however, information from the study and the consent form signed by you may be reviewed or copied for research or legal purposes by the University of South Africa (Unisa). The findings from this study may be presented at meetings or published in papers. Your name will not appear on any publication resulting from this study and any identifying information that may implicate you, will be omitted from the report. In the report, participants will be identified or referred to by using anonymous, fictitious or code names, E.g. SA1 (Subject Advisor One), SA2, etc. However, with your permission, anonymous verbatim quotations may be used. Further, only summary results of the study will be reported in the dissertation. Besides conducting semi-structured interviews I will also like to analyse key documents that will help to answer the research questions and validate or corroborate the answers provided during the face to face interviews. The documents will include minutes from subject advisory meetings, copies of submissions written by subject advisers to request permission to visit schools for advisory support; workshop reports illustrating the trainings of teachers in various subjects and school visit reports. As is the case with the information provided by the participants during the interviews, the information from the documents will be kept confidential. I will ensure that all the leads that may reveal the name of the region, names of subject advisers and teachers will be deleted or masked before they are analyzed. I will code-name the documents. I hereby appeal to you as a participant to assist with making the documents available for analysis.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +264081 445 686 0 or by email at 6508081@mylife.unisa.ac.za OR my supervisor, Prof JG Ferreira from the Department, Curriculum and Instructional Studies at Office Tel: +27 12429 4540; Fax-to-mail, +27 86642 1623; Cell phone, +27 78120 5798, email address, ferreig@unisa.ac.za. I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you consent to participate in the study, please sign and return the form attached.

Yours sincerely

.....
Mr. Assaria Twiwane Tjozongoro
Researcher

.....
Date

Appendix D

Declaration of consent from the subject advisers

PARTICIPANT CONSENT TO PARTICIPATE IN THE STUDY

I, (Participant name), confirm that the person asking my consent in this research on "The roles of subject advisers in supporting teaching and learning in the classroom" has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet.

I understand that my participation is voluntary and that I am free to withdraw any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified, and with my permission.

I agree to the audio recordings of my responses/answers during face to face interviews with the researcher.

I have received a signed copy of the informed consent agreement.

Print Name & Surname (please print)

..... 15/05/2018
Participant Signature Date

Researcher's Name and Surname (please print) .A. T. Tjozongoro.

.....
Researcher's Signature Date

Appendix E

Interview schedule

Interview guide

The interview deals with support of instruction/teaching.

Volunteer, withdraw, anonymity, code names, ask to repeat, silent when comfortable, stop and continue when there is interruption, at ease, benefit, invitation letter, consent,

1. How do you define instructional/teaching support? Please explain.
2. Why is instructional support necessary? What shortcomings/deficiencies or challenges in teaching and learning drive you to support teachers in the classroom? What is wrong or not good /adequate with teaching in schools?
3. What do you want to achieve by supporting teachers? Please explain.
4. How do you as a subject adviser identify the developmental needs of educators before you provide support?
5. As a subject adviser what do you understand to be your role in supporting teaching and learning in the classroom?
6. What functions do you perform to support teaching and learning in the classroom? Everything you do when you enter the classroom of the teacher.
How is this helping the teacher?
7. How do you as a subject adviser support instruction/teaching in the classroom?
What approaches/methods/formats/strategies do you as subject adviser use to support teaching and learning in the classroom? Please explain
8. Please elaborate. What do you as a subject adviser do during the classroom observation to support educators? What do you look at? How does this help teachers in their teaching? Provide details
9. To your understanding what entails curriculum implementation?
10. How do you as a subject adviser support teacher to implement the curriculum effectively?
11. What do you do as a subject adviser to support school-based assessment?
Provide details
12. What do you as a subject adviser do to build the capacity of educators? Upgrade teachers? Which areas do you cover to upgrade your teachers?

13. How do you as a subject adviser support teacher with resources? What resources? How do acquire resources?
14. How far are you as a subject adviser involved in the hiring and firing of educators?
15. What are your further roles as a subject adviser in supporting teaching and learning in the classroom, apart from what you have mentioned? Please explain
16. What character traits/qualities (technical skills, pedagogical and content knowledge) or expectations should you as a subject adviser possess to support teaching and learning in the classroom effectively?
17. To what extent are subject advisers adequately trained to execute their roles and responsibilities, In-service training? and if/not what support do they need to be effective in their role to support teachers in Namibia schools? Areas of support for subject advisers? Who should support them?
18. What challenges do subject advisers face in executing their role in providing a supportive advisory function and how can the challenges be addressed so that they be effective? Please explain. What are the challenges (from yourself, teachers, school managers, Department of Education, teacher unions etc.) that you experience as you enact your support in teaching and learning in the classroom? Please explain
19. Is there anything you would like to share with me as a researcher on teaching and learning which I have not asked you but you feel it is important? Please feel free to share with me.

Thank you very much for making yourself available for this interview

Appendix F

Documents review schedule

The documents to be reviewed from all three regional offices will not be older than five years and will include:

(a) Minutes of the meetings for advisory services

- (i) The focus will be on the discussions that focus on the roles of subject advisers in supporting teaching and learning.
- (ii) Strategies used to train teachers
- (iii) Challenges identified
- (iv) How subject advisers are supported.

(b) Submissions prepared to request approval from the Chief Regional Officer via the Chief Education Officer, The Deputy Director and the Director of the Directorate Education, Arts and Culture to pay advisory visits to schools for the provision of transport as well as subsistence and travelling allowance from the supervisors. The researcher will focus on the components/standards required to be included in the submissions such as:

- (i) Justification for the visit e.g. how the support needs or interest of the teacher were determined and what they are. What prompted the visit?
- (ii) Aims and objectives to be achieved during the school visit.
- (iii) The purpose of the visit (What necessitated the visit?)
- (iv) Description of the methodology to be used, how teachers will be supported
- (v) The intended areas/competences for support

(c) School visit or subject report at the end of the visit

The main focus will be on what was planned as the aims and objectives of the visit against what the subject advisers achieved/accomplished. The researcher will study the reports resulting from school visits with the specific focus on:

- (i) How the support needs of teachers are determined?
- (ii) Activities or functions performed to support teaching and learning
- (iii) The strategies of support
- (iv) Areas/aspects/competences supported

- (v) How the impacts of support are controlled?
- (vi) How feedback is provided to teachers.
- (vii) How subject advisers ensure that teachers and school managers implement the recommendations.
- (viii) Challenges encountered and how support would be provided to subject advisers.
- (ix) How the follow-up visit to the school is done?

(d) Workshop Report

- (i) The frequency and training content of workshop
- (ii) Who are involved in workshops, trainers and trainees
- (iii) Strategies used by subject advisers to train teachers
- (iv) Who are the other stakeholders that help subject advisers to train the teachers?
- (v) The roles played by stakeholders to support subject advisers with workshops
- (vi) Challenges encountered and how subject advisers would be supported.
The documents to be reviewed from all three regional offices will not be older than five years and will include:

(e) Minutes of the meetings for advisory services

- (i) The focus will be on the discussions that focus on the roles of subject advisers in supporting teaching and learning.
- (ii) Strategies used to train teachers
- (iii) Challenges identified
- (iv) How subject advisers are supported.

Appendix G

Document summary form

Minutes of Advisory Meetings

Participant:

Date of review:

Name of the document: E.g. Minutes of Advisory Meeting

Code of the document:

Date created:

Content summary in relation to the research objectives and questions that are related to the document, especially the roles of subject advisers in supporting teaching and learning:

.....
.....
.....

Significance to the study:

.....
.....
.....
.....

Workshops

Participant:

Date of review:

Name of the document: E.g. Minutes of Advisory Meeting

.....

Code of the document:

Date created:

Content summary in relation to the research objectives and questions that are related to the document, especially the roles of subject advisers in supporting teaching and learning:

.....

.....

.....

.....

Significance to the study:

.....

.....

.....

.....

Submission to the Chief Regional officer

Participant:

Date of review:

Name of the document: E.g. Minutes of Advisory Meeting

.....

Code of the document:

Date created:

Content summary in relation to the research objectives and questions that are related to the document, especially the roles of subject advisers in supporting teaching and learning:

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Significance to the study:

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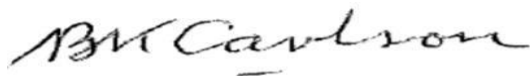
Appendix H
Language clearance certificate

8 Nahoon Valley Place
Nahoon Valley
East London
5241
7 October 2019

TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following thesis using the Windows 'Tracking' system to reflect my comments and suggested corrections for the student to action and produce a clean copy for examination purposes:

Perceptions of selected Namibian subject advisers on their role in supporting teaching and learning by ASSARIA TWIWANE TJOZONGORO, a dissertation submitted in partial fulfilment of the requirements for the degree of Master of Education in Curriculum Studies at UNISA.



Brian Carlson (B.A., M.Ed.)
Professional Editor
Email: bcarlson521@gmail.com
Cell: 0834596647

Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the student in the first instance and not with myself as the editor.

BK & AJ Carlson Professional Editing Services

Appendix I

Ethical clearance certificate



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/07/18

Ref: 2018/07/18/6508081/26/MC

Name: Mr AT Tjozongoro

Student: 6508081

Dear Mr Tjozongoro

Decision: Ethics Approval from

2018/07/18 to 2021/07/18

Researcher(s): Name: Mr AT Tjozongoro
E-mail address: 6508081@mylife.unisa.ac.za
Telephone: +264 81 445 6860

Supervisor(s): Name: Prof JG Ferreira
E-mail address: ferrejk@unisa.ac.za
Telephone: +27 12 429 4540

Title of research: Perceptions of selected Namibian subject advisers on their role in supporting teaching and learning.

Qualification: M. Ed. in Curriculum and Instructional Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/07/18 to 2021/07/18.

The low risk application was reviewed by the Ethics Review Committee on 2018/07/18 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA Cortège of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2021/07/18. Submission of a completed research ethics progress report will constitute an application for renewal of

Ethics Research Committee approval.

Note:

The reference number 2018/07/18/6508081/26/MC should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Dr M Claassens

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Appendix J

Summary of reviewed documents

SVRE1: (School Visit Report One)

WREP1: (Workshop Report One)

MMET1: (Minutes of Meeting One)

SUBM1: (submission One)

SVRE1: Region A. School visit report, 16/06/2018

Looked at the lesson preparation, documents in files, components in the preparation files, no learners' activity, scheme of work, year plan, Classroom management, lesson presentation Checked assessment during the lesson, general continuous assessment. No clear marking criteria, Preparation not regular, year plan,

SVRE2: Region A, school visit report, 11/04/2018

Must draw monitoring timetable. There is no evidence of monitoring. List documents that are not available and give to subject advisers. "Some teachers fail consistently to complete daily lesson preparations." No evidence of monitoring of daily lesson preparations was observed." "No year plans were observed in some subjects." "no evidence of regular CA monitoring could be observed." "Some teachers failed to draw mark schemes/making grids for the various CA activities and marking is done ad hoc."

General findings

"no evidence of an ongoing novice teacher induction program." "Induction should be given to all newly appointed teachers and appoint/delegate experienced model teachers to provide subject specific mentorship."

Classroom observation reports.

“Most of the lesson preparations are signed and controlled by the management.”

Region C, 23 -27 July 2018

WREP1: Monthly report**Purpose of training**

“To equip teachers with both methodology and content knowledge of Grade 10 and 11 Business Studies.” “To equip teachers to be confident and knowledgeable about NSSCO Business Studies as well as the new curriculum and implement the new NSSCO Curriculum in schools.” **“Assessment and paper setting.”** “The participants should be training their fellow teachers at their respective schools.”

SVRE4

Region C. School visit report.

26 – 27 March 2014.

Subject Support visit Report**Life Sciences**

“The Regional team was mandated to give support to subject teachers in order to enhance their subject management, teaching and facilitation of learning in all the areas of that specific subject.” “Taking the respective teachers through the syllabus interpretation, year planning, drawing up schemes of work, doing proper lesson plans with the required components, assessment, going through the examiners reports and provision of subject materials where needed.” “The subject adviser controlled.” Heading: “Areas of observation and type of support given.” “Syllabus content and syllabus interpretation.” “Advice was given on the interpretation of the syllabus.” “Year planning.” “Scheme of work” “Lesson preparation (Required components and based on objectives and basic competencies.” Lesson presentation (Methodologies, various approaches and learning styles).” “Assessment (type, quality, quantity recording.” Written work (frequency, quality and marking).

Region ...

“Background”

During the in-week the Advisory services analyzed the 2015 academic results with reference to Standardized Achievement Tests (SATs), Grade 5 – 7, Junior Secondary Certificate (JSC) Grade 10. On the basis of poor performances in different subjects and schools, it was then decided that schools that performed very poor in the said results analysis will be visited in term 1, 2016. Travelled in group of 10 members.

“Strategies used.”

“The team decided to control teachers administrative work, focusing on the areas, lesson preparations, schemes of work, syllabi, continuous assessment and year planners.” Findings: “Preparation is not done consistently in all levels (Pre-Primary to Senior Primary.)” “Most of the teachers do not complete the components on the lesson plan and when the management control the lesson plans, feedback and comments are not given to that effect.” “Ms X and Ms Y had a session with the junior primary teachers and discussed all aspects of lesson planning and assessment.” “Management is not monitoring the schemes of work.” “Training on the scheme of work was done on the afternoon for all the junior primary teachers.” “Training on how to complete a subject year planner was conducted in the afternoon, for all the teachers.” Ms. Z. conducted workshop on Learning Support for all the junior primary teachers and other teachers that have interest in the exercise.” “The HODs for JP and SP are controlling most of the teachers work regularly ...” “Lesson plans are controlled by the management. [management control] ““Basic competencies and assessment activities do not correlate.” “The school management was advised to monitor and control lesson plans and ensure that teachers prepare consistently.

“The latest syllabi for Entrepreneurship and Accounting were given to the teachers during the feedback session.” “Training on how to complete a subject year planner was conducted in the afternoon.” [Report signed by the CEO, Deputy Director and Director]

SVRE6: School visit report 4

July 2016

Region B

“Kind of visit and objectives”

“To support, advise and control the implementation of the curriculum.”

“To support and guide teachers in creating and managing learning friendly classrooms.”

“To collect and control children’ exercises and workbooks on the work done for the first term, 2016”

WREP2: Region B: History workshop report

4-5 April 2018

“The 4th and 5th of April I coordinated the non-markers workshop for History Grade 11 and 12.” “The workshop facilitator was the chief marker, Mr. ...” “The two trained the teachers according to the needs of teachers who are teaching Grade 11 and 12 for the first time.” “The teachers were trained on how to mark Paper 2 on Ordinary and Higher level.” “The turn up for both days were not pleasing.”

“Way forward”

“Monitoring will continue during school visits.” “This will be the time I will check to see if teachers are implementing the learned skills.” “In future I am planning to have Humanities HODs trained on the same skills.” “I trust and hope that once trained HODs will be able to moderate teachers work.” “I noticed that currently HODs only tick and sign teacher marked scripts.” “The moderation lack depth checking.”

WREP3: Region B: English: 19 October 2016

“Report on junior secondary (Grade 8 – 9) revised curriculum workshop.”

“The main objective of the workshop were to introduce the new Grades 8 & 9 syllabus to the teachers, to ensure that the teachers understand the syllabus content and to enable them to interpret it on their own.” “Challenges: Not all schools attended the workshop despite the fact that invitations were faxed on 21 September 2016.”

MMET1: Minutes of meetings, Otjozondjupa: 2 March 2016.

Region C.

“Matters arising, agenda: **Regional examinations 2016, ICDL training for SEOs, Social Fund Guidelines, Senior Primary workshops 2015, Monthly Plans and Reports.”** **“New matters.”**

“Strategic directions of advisory Services, Cell phones airtime and opening of landlines for SEOs, Holiday schools 2016, Regional schools visits 2016, JS workshops for TOTs 2016, Stakeholders recommendations, Furniture, Stationaries and Transport, Curriculum panel Recommendations, TRC operations and resources. Decisions taken on Regional Examinations and cluster examinations, ... and information will be communicated to all the schools.” “Mr. P will inform all the activities of SEOs with regards to the training dates.” “During every school visits, teachers should be assembled in the afternoon and trained on some identified training areas.” “Mr. Q also requested ATs to establish facilitation in the different circuits.” “There is a strong need for Advisory Services staff members to be given cell phone airtime.”

“The division strongly feels that holiday schools should be spearheaded by the Circuit Inspector of Education, in which SEOs will play a role as far a supervision of teaching and learning is concerned.” “With regard to regional school visits the target is on the schools that performed poor in JSC and NSSC 2015 results.”

WREP4: “JS workshops for TOTs 2016.”

“All SEOs involved with the Junior Secondary should begin to identify TOTs in their respective subjects.” “Mr. Z. requested SEOs to begin to reconsider their positions with regard to participation in curriculum panel meetings. It is observed that when the majority of SEOs take part in panel meetings, regional programs are affected.” “Most of the offices of the SEOs are occupied with old furniture and in some instances with no enough furniture and stationeries.” “She [Ms.] requested that the TRC be accorded with support it deserves, especially with regards to procurement of resources and materials.”

MMET2: Minutes of meeting. Region C: 10 July 2014

“Mission and vision”

“CPD established in region.”

“Retired teacher used for training.”

“August holiday school for School A and B.” “Mr. W was tasked to prepare a submission. ” “Mr. O to write a letter to schools from which teachers will be recruited to do this training.” “S&T claim: The meeting was of the opinion that remarks regrading S&T should not be made with a negative connotation but rather be seen as a necessity for officials to be able to do their work effectively and timely.”

MMET3: Minutes of meeting: Region B: 20 February 2015.

“The placement process would continue until Tuesday, 24 February, after which it should officially stop.”

“Question Paper Setting.”

“Mrs. Z ... suggested that an official setters’ committee for Regional Papers established.” “Ms. ... wanted to know what happened about the issue of the incentives for teachers that was discussed the previous year.”

“Team visit.”

“Some of the SEOs [secondary] and the Deputy Director had a meeting about the school visit to the underperforming schools.”

MMET4 Minutes of meeting. Region B 2 August 2017.

“All examination question papers has been sent to schools except History Higher Level to be sent next week.”

“SEO posts”

“The SEOs posts are still parked at Head office, after motivation and meeting held with the PS.” “Once a need arises a letter of request that specify the dates, duration and the purpose of using a car should be written and forwarded to Mr. Z. for bookings and approvals.” “If possible, a driver will be chosen to drop the SEOs to their different destinations.”

“SEOs should select two schools per circuit that can be used as part of moderation of August 2017 regional examinations.” “The moderated scripts by HODs will be the target.” “Mrs. ... stressed on the budgetary constraints and informed us that funds are still tight.” “SEO should be tolerant, patient and professional with other people.” “Punctuality and sharing of responsibilities with others always enhances teamwork.”

MMET5: Minutes of divisional meeting: Region A: 14/9/2017

“She further explained that 25 – 29 September is reserved for the moderation of question papers.” “Critical schools are difficult to attend to for one day.” “Grade 7 regional examinations (progress of the question papers).” “She suggested that a strong-worded letter be written to schools because the HODs and the principals should be held accountable, no verification of CASS marks are done.” “Advisory services will request a mini workshop for quality question paper setting grade 4 – 6.” “Lesson planning is not done regularly. Joined training should be conducted early next year. (2018)”

MMET6 Region B: Minutes: 8 March 2017.

Hardap, Region A

“Provision of laptops and computers.” “Live examination setting.” “Spring/holiday schools will be conducted at school, cluster or circuit level.” “ICDL classes will be provided to staff members.”

SUBM1: Submission: Region A: 14/3/2017

“Subject: Follow-up visits to poor performing (Grade 10) schools.” “The purpose of visits will be to provide comprehensive support to subject teachers as informed by the outcome of the preliminary visits conducted in February 2017.” “Panel visits conducted in February 2017 highlighted critical areas that need immediate interventions to assist these schools to improve teaching and learning outcomes.” “The lack of proper lesson preparation which in turn negatively impacts actual lesson presentation and articulation of basic competencies, specific objectives, assessment activities that do not meet prescribed criteria aggravated by the lack of internal checks and balances, lack of subject specifics, learning support to ensure all learners master prescribed subject content, lack of school-based CPDs activities to capacitate novice/or struggling teachers and the general lack of monitoring by management to ensure effective teaching and learning does take place are among the findings of the initial visits.”

SUBM2: Submission: Region A: 11 June 2015

“The purpose of the workshop is to train Grade 10 Accounting teachers in the region, especially the newly appointed Accounting teachers.” “The central focus of the workshop will be assessment and marking while also making provision for some pre-identified topics teachers may struggle with.” “Many schools also experience an influx of new Accounting teachers annually as a result of high staff turnover.” “Hence there is a need to provide refresher training and strengthen the content know-how

of subject teachers with specific focus on the quality of assessment as these contribute to the large adjustments made at some centers.”

WREP5: Accounting workshop report: 6 July 2015.

Region A

“The purpose of the workshop was to provide in-service training to novice Accounting teachers and refresh the skills and knowledge of experienced teachers.” “In addition, the workshops focused on assessment and marking key areas of concern most teachers struggle with.” “The assessment and marking sessions enabled teachers without any experience on setting and marking question papers to gain valuable insight into the national expected standards.” “All syllabus topics were covered with the majority of time spent on assessment and marking as these proved to be areas which most teachers struggled with.” “Due to this high rate of turnover critical skills, subject expertise and experience is lost necessitating annual workshops and induction interventions to train novice/newly appointed teachers in the subject.” “Senior Education officer to keep an updated data base of all Accounting teachers in the region to plan timely induction activities and or refresher workshops for novice/newly appointed teachers and experienced teachers.”

SUBM3: Region C: Submission: 7 March 2013.

“The purpose of this exercise is for a team of Education Officers from Advisory Services to visit school for the monitoring and evaluation of Continuous Assessment marks and to assist teachers where help is needed.” “It was shocking to realize that CA at some schools need serious attention.” With this in mind the Advisory Services saw it as appropriate to conduct such monitoring exercises to all schools in the region to assist teachers where needed.”

SUBM4: Region C: Submission: 28 June 2013.

“Many teachers are novice teachers and never attended any training or received proper guidance at their respective schools.” “The workshop is aiming at guiding and assisting teachers and equip them with the necessary skills and knowledge in Social Studies.” “The teachers who were trained during the facilitators workshop at NIED will be used as facilitators to conduct the training and assists other teachers.”

“Too cryptic”: having a meaning that is mysterious or obscure. Hard to understand · confusing · mystifying. Having difficult clues which indicate the solutions indirectly.